COLORADO
Department of
Higher Education

OER Annual Report 2020
Appendix 1

Contents

Courses Addressed by the OER Grant Program

For an interactive and complete version of this referatory, please visit the CDHE website: http://masterplan.highered.colorado.gov/oer-in-colorado/ .

Institution	Course Name	Course Number	Gen. Ed. GT Pathways Designation
Aims Community College	Cultural Anthropology	**ANT 101**	
Aims Community College	Art Appreciation	**ART110**	GT-AH1
Aims Community College	Gen College Biol I w/Lab	**BIO 111**	
Aims Community College	General College Biology II, with Lab	**BIO112**	GT-SC1
Aims Community College	Public Speaking	**COM115**	N/A
Aims Community College	Intercultural Communication	**COM220**	GT-SS3
Aims Community College	Introduction to Energy Technologies	**ENY 101**	
Aims Community College	World Regional Geography	**GEO 105**	
Aims Community College	Human Geography	**GEO106**	GT-SS2
Aims Community College	World Mythology	**HUM 115**	
Aims Community College	Humanities: Medieval-Modern	**HUM122**	GT-AH2
Aims Community College	Responding to Emergencies	**HWE122**	N/A
Aims Community College	Introduction to Literature	**LIT115**	GT-AH2
Aims Community College	Business Ethics and Values	**MAN102**	N/A

Aims Community College	General Psychology I	**PSY 101**	
Aims Community College	Social Psychology	**PSY226**	GT-SS3
Aims Community College	Introduction to Women and Gender Studies	**WST 200**	
Arapahoe Community College	Planetary Astronomy w/Lab	**AST 101**	
Arapahoe Community College	Stellar Astronomy w/Lab	**AST 102**	
Arapahoe Community College	Personal Finance	**BUS 116**	
Arapahoe Community College	Public Speaking	**COM115**	N/A
Arapahoe Community College	Principles of Microeconomics	**ECO202**	GT-SS1
Arapahoe Community College	English Composition I	**ENG121**	GT-CO1
Arapahoe Community College	Conceptual Physics with Lab	**PHY105**	GT-SC1
Arapahoe Community College	General Psychology I	**PSY 101**	
Arapahoe Community College	General Psychology II	**PSY 102**	
CCCOnline	Art Appreciation	**ART110**	GT-AH1
CCCOnline	Legal Environment of Business	**BUS216**	N/A
CCCOnline	Public Speaking	**COM115**	N/A
Colorado Mesa University	Two Dimensional Design	**ARTE 101**	
Colorado Mesa University	Learner Development and Individual Learning Differences	**ECSE 320**	
Colorado School of Mines	Advanced Fluid Mechanics	**MEGN 551**	
Colorado School of Mines	Introduction to Neuroscience	**CBEN 311**	
Colorado School of Mines	Introduction to Thermodynamics	**CBEN210**	N/A
Colorado School of Mines	Anatomy and Physiology	**CBEN304**	N/A
Colorado School of Mines	Introduction to Energy	**ENGY200**	N/A

Colorado School of Mines	Groundwater Engineering	**GEGN466**	N/A
Colorado School of Mines	Groundwater Engineering	**GEGN467**	N/A
Colorado School of Mines	Nature and Human Values	**HASS100**	N/A
Colorado School of Mines	Differential Equations	**MATH225**	N/A
Colorado School of Mines	Differential Equations Honors	**MATH235**	N/A
Colorado School of Mines	Linear Vector Spaces	**MATH500**	N/A
Colorado School of Mines	Introduction to Mechanical Engineering: Programming and Hardware Interface	**MEGN200**	N/A
Colorado School of Mines	Mechanical Integration & Design	**MEGN301**	N/A
Colorado School of Mines	Pilot course - Graduate Laboratory Module X-ray Photoelectron Spectroscopy (XPS)	**MLGN598**	N/A
Colorado School of Mines	Physics I - Mechanics	**PHGN100**	GT-SC1
Colorado State University	Introduction to the Visual Arts	**ART 100**	
Colorado State University	Academic Writing	**CO 130**	
Colorado State University	Machine Learning Foundations and Practice	**CS 345**	
Colorado State University	Intro to Human Centered Computing	**CS 464**	
Colorado State University	NA	**E 140**	
Colorado State University	Introduction to Combinatorial Theory	**M 301**	
Colorado State University	Biological Psychology	**PSY 454**	
Colorado State University	Equine Medicine/Surgery, Theriogenology	**VM 744 and 786B**	

Colorado State University (Pueblo)	Rhetoric & Writing II	**ENG 102**	
Colorado State University (Pueblo)	Rhetoric & Writing I	**ENG101**	GT-CO1
Colorado State University (Pueblo)	Composition II	**ENG102**	GT-CO2
Colorado State University Fort Collins	Introduction to Astronomy	**AA100**	GT-SC2
Colorado State University Fort Collins	Comp Biochem	**BC401**	N/A
Colorado State University Fort Collins	Engineering Mechanics: Statics	**CIVE 260**	
Colorado State University Fort Collins	Mechanical and Plumbing Systems	**CON 371**	
Colorado State University Fort Collins	Mechanical and Plumbing Systems	**CPM371**	N/A
Colorado State University Fort Collins	Risk Management	**FIN670**	N/A
Colorado State University Fort Collins	Quantitative Analysis in Journalism and Media (and others)	**JTC270**	N/A
Colorado State University Fort Collins	Eukaryotic Microbiology	**MIP250**	N/A
Colorado State University Fort Collins	Virology	**MIP420**	N/A
Colorado State University Fort Collins	Intro Co-Cult Comm	**SPCM334**	N/A
Community College of Aurora	Advanced Academic Achievement	**AAA 109**	
Community College of Aurora	Biological Anthropology with Lab	**ANT 111**	
Community College of Aurora	Advanced Composition	**ESL 053**	
Community College of Aurora	United States History to Reconstruction	**HIS 121**	
Community College of Aurora	Extended Algebra On-boarding	**MAT 080**	
Community College of Denver	Astronomy 1	**AST 101**	
Community College of Denver	Principles of Animal Biology	**BIO 103**	
Community College of Denver	Legal Environment of Business	**BUS 216**	
Community College of Denver	Introduction to Communication	**COM 115**	

Community College of Denver	Communitcation and Popular Culture	**COM 130**	
Community College of Denver	Principles of Macroeconomics	**ECO 201**	
Community College of Denver	Princples of Microeconomic	**ECO 202**	
Community College of Denver	Survey of World Music	**MUS 123**	
Community College of Denver	Spanish Language 1	**SPA 111**	
CU-Boulder	Level 8 Reading	**NCIE4650**	N/A
Fort Lewis	Introduction to Human Disease	**BIO140**	GT-SC2
Fort Lewis	Human Anatomy	**BIO233**	N/A
Fort Lewis	Rhetoric and Research	**COMP150**	GT-CO1
Fort Lewis	Biomechanics of Sport and Exercise	**ES 335**	N/A
Fort Lewis	GIS Programming and Web Mapping	**GEOG315**	N/A
Fort Lewis	Sedimentology and Stratigraphy	**GEOL361**	N/A
Fort Lewis	Western Civilization II **(1350 to Present)**	**HIST 261**	GT-HI1
Fort Lewis	Algebra for Calculus	**MATH 101/112/113**	GT-MA1
Fort Lewis	Math for Elementary Educators	**MATH 318**	
Fort Lewis	College Mathematics	**MATH105**	GT-MA1
Fort Lewis	Introduction to Statistics	**MATH132**	GT-MA1
Fort Lewis	Differential Equations	**MATH327**	N/A
Fort Lewis	Introduction to Philosophy	**PHIL141**	GT-AH3
Fort Lewis	Introduction to Political Science	**PS101**	GT-SS1
Fort Lewis College	Data Mining	**BA 354**	
Fort Lewis College	Intro. Borders & Languages	**BL 190**	
Fort Lewis College	General Chemistry I: Atoms and Molecules	**CHEM 150**	

Fort Lewis College	General Chemistry II: Chemical Reactions	**CHEM 151**	
Fort Lewis College	Women's Literature	**ENGL 175**	
Fort Lewis College	Electric Networks I	**ENGR 201**	
Fort Lewis College	Environmental Principles	**ENGR 301**	
Fort Lewis College	Biology Statistics	**MATH 190**	
Fort Lewis College	Principles of Public Health	**PH 101**	
Fort Lewis College	Epidemiology	**PH 380**	
Fort Lewis College	Congress vs. the Presidency	**PS 390**	
Front Range Community College	Curriculum Methods and Techniques	**ECE 220**	
Front Range Community College	Child Growth and Development	**ECE 238**	
Front Range Community College	English Composition II	**ENG122**	GT-CO2
Front Range Community College	English Composition I	**ENG121**	GT-CO1
Metropolitan State University of Denver	Instrument Fundamentals	**AES 2120**	
Metropolitan State University of Denver	Research and Argument Writing	**ENG 1020**	
Metropolitan State University of Denver	American Government	**PSC 1010**	
Metropolitan State University of Denver	Introduction to Africana Studies	**AAS 1010**	
Metropolitan State University of Denver	Neurobiology	**BIO 4300**	
Metropolitan State University of Denver	Team and Group Communication	**CAS 2710**	
Metropolitan State University of Denver	Leadership Communication	**CAS 3110**	
Metropolitan State University of Denver	Diversity & Communication in the US	**CAS 3760**	
Metropolitan State University of Denver	Advanced Public Speaking	**CAS 3910**	
Metropolitan State University of Denver	Communication Ethics	**CAS 4301**	

Metropolitan State University of Denver	Public Speaking	**CAS1010**	N/A
Metropolitan State University of Denver	Communication Theory	**CAS2301**	N/A
Metropolitan State University of Denver	Principles of Chemistry	**CHE 1100**	
Metropolitan State University of Denver	Intro to Organic and Biochemistry Lab	**CHE 2150**	
Metropolitan State University of Denver	Physical Chemistry Lab II	**CHE 3290**	
Metropolitan State University of Denver	General Chemistry I/ General Chemistry I Lab	**CHE1800**	GT-SC1
Metropolitan State University of Denver	General Chemistry II/General Chemistry II Lab	**CHE1810**	GT-SC1
Metropolitan State University of Denver	Organic Chemistry I	**CHE3100**	N/A
Metropolitan State University of Denver	Organic Chemistry II	**CHE3110**	N/A
Metropolitan State University of Denver	Advanced Programming Seminar	**CIS 4160**	
Metropolitan State University of Denver	Fundamentals of System Analysis and Design	**CIS3050**	N/A
Metropolitan State University of Denver	Computer Science II	**CS 2050**	
Metropolitan State University of Denver	Computer Science1	**CS1050**	N/A
Metropolitan State University of Denver	Educational Foundations in Psychology and Philosophy	**EDS 3130**	
Metropolitan State University of Denver	Instructional Design Thinking	**EDT 2050**	
Metropolitan State University of Denver	Instructional MultiMedia	**EDT 3060**	
Metropolitan State University of Denver	World Regional Geography	**GEG 1000**	
Metropolitan State University of Denver	Introduction to human geography	**GEG 1300**	
Metropolitan State University of Denver	Multicultural America	**HIS 1150**	
Metropolitan State University of Denver	American History to 1865	**HIS1210**	GT-HI1

Metropolitan State University of Denver	Human Resources in Hospitality	**HTE 3550**	
Metropolitan State University of Denver	Design Aesthetics	**IND 290D**	
Metropolitan State University of Denver	Concept and Port. Development	**IND 4540**	
Metropolitan State University of Denver	Elementary Italian I	**ITA 1010**	
Metropolitan State University of Denver	Public Relations Planning, Research and Measurement	**JMP 3740**	
Metropolitan State University of Denver	Manufacturing Processes	**MET 1010**	
Metropolitan State University of Denver	Marketing Around the Globe	**MKT2010**	N/A
Metropolitan State University of Denver	College Algebra for Calculus	**MTH 1110**	
Metropolitan State University of Denver	Calculus III	**MTH 2420**	
Metropolitan State University of Denver	Partial Differential Equations	**MTH 3440**	
Metropolitan State University of Denver	Mathematical Modes of Thought	**MTH1080**	GT-MA1
Metropolitan State University of Denver	Advanced Human Nutrition	**NUT 490A**	
Metropolitan State University of Denver	Introduction to Ethics	**PHI 1030**	
Metropolitan State University of Denver	History of Modern Philosophy	**PHI 3020**	
Metropolitan State University of Denver	Philosophy of Law	**PHI 3430**	
Metropolitan State University of Denver	Introductory Psychology	**PSY 1001**	
Metropolitan State University of Denver	Thinking Like a Psychologist	**PSY 4330**	
Pikes Peak Community College	Biological Anthropology, with Lab	**ANT111**	GT-SC1
Pikes Peak Community College	Science of Biology, with Lab	**BIO105**	GT-SC1
Pikes Peak Community College	Intro to Business	**BUS 115**	
Pikes Peak Community College	Studio 94	**CCR094**	N/A
Pikes Peak Community College	Intro to Chemistry I w/Lab	**CHE 101**	

Pikes Peak Community College	Database Design & Development	**CIS 240**	
Pikes Peak Community College	Organizational Communication	**COM 225**	
Pikes Peak Community College	Public Speaking	**COM115**	N/A
Pikes Peak Community College	Interpersonal Communication	**COM125**	N/A
Pikes Peak Community College	Intro to Criminal Justice	**CRJ 110**	
Pikes Peak Community College	Computer Literacy	**CSC105**	N/A
Pikes Peak Community College	Principles of Macroeconomics	**ECO201**	GT-SS1
Pikes Peak Community College	Principles of Microeconomics	**ECO202**	GT-SS1
Pikes Peak Community College	English Composition I	**ENG121**	GT-CO1
Pikes Peak Community College	English Composition II	**ENG122**	GT-CO2
Pikes Peak Community College	Human Geography	**GEO 106**	
Pikes Peak Community College	World Regional Geography	**GEO105**	GT-SS2
Pikes Peak Community College	Historical Geology	**GEY 112**	
Pikes Peak Community College	History of Technology	**HIS 218**	
Pikes Peak Community College	Modern China	**HIS 243**	
Pikes Peak Community College	20th Century History	**HIS 247**	
Pikes Peak Community College	Early Civilization	**HUM 121**	
Pikes Peak Community College	Principles of Management	**MAN 226**	
Pikes Peak Community College	Trigonometry w/lab	**MAT 122**	
Pikes Peak Community College	Intro to Philosophy	**PHI 111**	
Pikes Peak Community College	General Psychology I	**PSY 101**	
Pikes Peak Community College	General Psychology II	**PSY 102**	
Pikes Peak Community College	Social Psychology	**PSY 226**	
Pikes Peak Community College	Spanish for Healthcare	**SPA 115**	
Pikes Peak Community College	Applied Metal Properties	**WEL 264**	
Pikes Peak Community College	Conservation	**ZOO 117**	

Pueblo Community College	Accounting Principles I	**ACC 121**	
Pueblo Community College	Accounting Principles II	**ACC 122**	
Pueblo Community College	Art Appreciation	**ART110**	GT-AH1
Pueblo Community College	Career Communication	**COM 105**	
Pueblo Community College	Interpersonal Communication	**COM125**	N/A
Pueblo Community College	Introduction to Criminal Justice	**CRJ110**	GT-SS3
Pueblo Community College	Introduction to ECE Lab Techniques	**ECE 102**	
Pueblo Community College	Introduction to Education	**EDU221**	N/A
Pueblo Community College	Technical Writing I	**ENG131**	GT-CO1
Pueblo Community College	The World: Antiquity - 1500	**HIS111**	GT-HI1
Pueblo Community College	The World: 1500 - Present	**HIS112**	GT-HI1
Pueblo Community College	Literature of Women	**LIT 246**	
Pueblo Community College	Logic	**PHI 113**	
Pueblo Community College	American Government	**POS111**	GT-SS1
Pueblo Community College	Psychology of Death and Dying	**PSY 227**	
Pueblo Community College	General Psychology I	**PSY101**	GT-SS3
Pueblo Community College	General Psychology II	**PSY102**	GT-SS3
Pueblo Community College	Human Growth & Development	**PSY235**	GT-SS3
Red Rocks Community College	General College Biology I	**BIO 111**	
Red Rocks Community College	General College Biology II	**BIO 112**	
Red Rocks Community College	Organic Chemistry II w/Lab	**CHE 212**	
Red Rocks Community College	Intro to Criminal Justice	**CRJ 111**	
Red Rocks Community College	Victimology	**CRJ 257**	
Red Rocks Community College	Teaching, Learning & Technology	**EDU 261**	

Red Rocks Community College	English Composition 1	**ENG 121**	
Red Rocks Community College	English Composition II	**ENG 122**	
Red Rocks Community College	Physical Geology w/Lab	**GEY 111**	
Red Rocks Community College	Historical Geology w/Lab	**GEY 112**	
Red Rocks Community College	Math for Liberal Arts	**MAT 120**	
Red Rocks Community College	Calculus III/Engineer App	**MAT 204**	
Red Rocks Community College	Diff Eq/Engineer Application	**MAT 261**	
Red Rocks Community College	Environmental Ethics	**PHI 218**	
Red Rocks Community College	Intro to Political Science	**POS 105**	
Red Rocks Community College	Conversational Spanish I	**SPA 101**	
Red Rocks Community College	Science of Biology, with Lab	**BIO105**	GT-SC1
Red Rocks Community College	Basic Anatomy and Physiology	**BIO106**	N/A
Red Rocks Community College	Genetics	**BIO224**	GT-SC1
Red Rocks Community College	Calculus based Physics	**CHE211**	N/A
Red Rocks Community College	Curriculum Methods and Techniques	**ECE220**	N/A
Red Rocks Community College	Women in World History	**HIS205**	GT-HI1
Red Rocks Community College	20th Century World History	**HIS247**	GT-HI1
Red Rocks Community College	Quantitative Literacy	**MAT050**	N/A
Red Rocks Community College	Algebraic Literacy	**MAT055**	N/A
Red Rocks Community College	Calculus I	**MAT201**	GT-MA1
Red Rocks Community College	Calculus II	**MAT202**	GT-MA1
Red Rocks Community College	Physics: Calculus-based I, with Lab	**PHY211**	GT-SC1
Red Rocks Community College	General Psychology I	**PSY101**	GT-SS3
Red Rocks Community College	Spanish Language III	**SPA211**	GT-AH4

Red Rocks Community College	Spanish Language IV	**SPA212**	GT-AH4
Trinidad State Junior College	Introduction to Business	**BUS 115**	
Trinidad State Junior College	Interpersonal Communications	**COM 125**	
Trinidad State Junior College	English Composition 1	**ENG 121**	
Trinidad State Junior College	Anatomy and Physiology for Massage Therapy	**MST 106**	
Trinidad State Junior College	Introduction to Ergonomics	**OSH 226**	
Trinidad State Junior College	Organizational Psychology	**PSY 268**	
University of Colorado	Survey: Modern Art I	**AH 2860**	
University of Colorado	Imaging and Modeling BOOTCAMP: MATLAB for Neuroscientists	**ANAT 6205**	
University of Colorado	Neuroanatomy, Modern Human Anatomy Program, Graduate School	**ANAT 6310**	
University of Colorado	Human Body Block (Embryology content)	**ANAT 6321**	
University of Colorado	Business Law (BCOR 2301) and Business Ethics and Social Responsibility (BCOR 2302)	**BCOR 2301 and BCOR 2302**	
University of Colorado	The Regulatory Environment of Life Science Innovation	**BSBT 6802**	
University of Colorado	Technology-Based Health Promotion	**CBHS 6628**	
University of Colorado	General Chemistry 1 & II	**CHEM 1401/1411**	
University of Colorado	Introduction to Technology in Education	**CURR 4170/5170**	

University of Colorado	Foundations: History and Research in Curriculum Studies	CURR 5000	
University of Colorado	Dental Medicine	DISP 7323	
University of Colorado	Dental Medicine	DSSD 7712	
University of Colorado	Tropical Marine Ecology	EBIO 3190	
University of Colorado	Early Intervention Strategies	ECED 6200	
University of Colorado	Introduction to Macroeconomics	ECON 2020	
University of Colorado	Public Health	EHOH 6622/6626	
University of Colorado	First-Year Writing on Energy, Environment, and Sustainabiity	ENVS 1150	
University of Colorado	Quantitative Methods in Finance	Finance 6290	
University of Colorado	Interactive Media I	FINE 3424	
University of Colorado	Interactive Media II	FINE 3444	
University of Colorado	Urban Studies & Planning	GEOG 1602	
University of Colorado	Spaces of Political Geography	GES 3300	
University of Colorado	Gateway Program Seminar	GPS 1010	
University of Colorado	Greeks, Romans, Kings, and Crusaders	HIST 1011	
University of Colorado	Nervous System, School of Medicine	IDPT 6001	
University of Colorado	Learning with Social Media and Networking	INTE 5665	
University of Colorado	Introduction to Reporting Technologies	JRNL 2001	
University of Colorado	Fundamentals of Astrodynamics	MAE 4410	
University of Colorado	Elementary Differential Equations	MATH 3200	

University of Colorado	Developmental Biology	**MCDB 4650**	
University of Colorado	Nursing Pathophysiology	**NURS 3140**	
University of Colorado	Nursing	**NURS 6610**	
University of Colorado	Primary Care II: Diagnosis and Management I	**NURS 6829**	
University of Colorado	Middle East Politics	**PSCI 4242**	
University of Colorado	Introduction to Behavioral Genetics	**PSYC 3102**	
University of Colorado	Leading for the Public Good	**PUAD 4002**	
University of Colorado	Physical Medicine & Rehabilitation Residency Program, Pediatric Rehabilitation Medicine Rotation	**Residency Program**	
University of Colorado	Family Sociology	**SOCY/WGST 3700**	
University of Colorado	Advanced Spanish Language Skills	**SPAN 3000**	
University of Colorado	Affective Bases of Behavior and Psychopathology	**SPSY 6500**	
University of Colorado	Academic Interventions in School Psychology	**SPSY 6500**	
University of Colorado	Advanced Professional and Technical Writing	**TCID 3080**	
University of Colorado Boulder	ESOL – Level 3 Foundations Academic English, Reading & Writing	**AEFN 8212**	
University of Colorado Boulder	Level 8 Reading	**NCIE 4650**	
University of Colorado Denver	Cultural Design Abroad	**ARCH 3691**	
University of Colorado Denver	Special Topics Design	**ARCH 3700**	
University of Colorado Denver	International Design in Context	**ARCH 3703**	

University of Colorado Denver	Power & Privilege	**EDFN 7410**	
University of Colorado Denver	Leadership in Education	**EDUC 7100**	
University of Colorado Denver	Org. Performance in Educational Contexts	**EDUC 7230**	
University of Colorado Denver	HE Policy & Governance	**EDUC 7600**	
University of Colorado Denver	Strategic Enrollment Management in HE	**EDUC 7610**	
University of Colorado Denver	Contemporary Issues in HE	**EDUC 7620**	
University of Colorado Denver	HE Finance & Strategic Resource Allocation	**EDUC 7640**	
University of Colorado Denver	Data-Infromed Decision-Making & predictives in HE	**EDUC 7650**	
University of Northern Colorado	Organisms to Ecosystems	**BIO 111**	
University of Northern Colorado	Children's Literature	**EDEC 315**	
University of Northern Colorado	Elem Teaching in CLD Set	**EDEL 250**	
University of Northern Colorado	Intermediate Literacy	**EDEL 455**	
University of Northern Colorado	Academic Language/Literacy Development in the Content Areas at the Secondary Level	**EDRD 340**	
University of Northern Colorado	Survey of American Literature	**ENG 211**	
University of Northern Colorado	Principles of Nutrition	**FND 250**	
University of Northern Colorado	Introduction to Human Services	**HUSR 205**	
University of Northern Colorado	Introduction to Music	**MUS 140**	
University of Northern Colorado	Current Issues in Health Care	**NURS 440**	
University of Northern Colorado	Statistics for Life Sciences	**STAT 250**	
University of Northern Colorado	Observation and Analysis of	**STEP 161**	

	Secondary Teaching I		
University of Northern Colorado	Observation and Analysis of Secondary Teaching II	**STEP 262**	
University of Northern Colorado	Clinical Experience: Secondary	**STEP 363**	
University of Northern Colorado	Literary Theory and Criticism	**ENG345**	N/A
University of Northern Colorado	Mathematics and Liberal Arts	**MAT120**	GT-MA1
University of Northern Colorado	Introduction to Philosophy	**PHIL100**	GT-AH3
University of Northern Colorado	Human Growth and Development	**PSY 230**	
University of Northern Colorado	Principles of Psychology	**PSY120**	GT-SS3
Western Colorado University	Introduction to General Anthropology	**Anthropology 107**	
Western Colorado University	Introduction to Biology	**Biology 130**	
Western Colorado University		**COM 202**	
Western Colorado University		**ENG 099**	
Western Colorado University		**ENG 102**	
Western Colorado University	World Regional Geography	**Geology 110**	
Western Colorado University	Probability and Statistics	**Math 213**	
Western Colorado University	Introduction to Psychology	**Psychology 100**	
Western Colorado University	Introduction to Sociology	**Sociology 101**	
Western Colorado University	Introduction to Sociology	**Sociology 101**	

Student Cost Savings and Enrollment by OER Grantee (Cohorts 1 & 2)

OER Grantees Cohort #1 (2019-20 Awardees) – Actual Estimated Cost-Savings to Students

Institution	Award Level	Award Amount	Cost Savings	Number of Courses	Student Enrollment
Aims Community College	Institutional	$25,000.00	$35,103.88	10	313
Arapahoe Community College	Institutional	$13,000.00	$209,092.75	8	2,582
Colorado Community Colleges Online	Institutional	$25,408.00	NA	NA	NA
Colorado Mountain College	Conference Funds	$2,500.00	NA	NA	NA
Colorado School of Mines	Institutional	$30,000.00	$135,039.71	NA	NA
Colorado School of Mines SG	Small Group	$4,999.99	NA	NA	NA
Colorado State University	Institutional	$60,000.00	$163,802.00	8	883
Colorado State University Pueblo	Institutional	$45,000.00	$168,200.00	2	1,682
Colorado State University SG	Small Group	$4,999.99	NA	1	NA
Community College of Denver	Institutional	$20,000.00	$83,390.00	3	804
Fort Lewis College	Institutional	$42,000.00	$139,594.02	13	1,495
Front Range Community College	Small Group	$3,200.00	$81,312.75	2	850
Metropolitan State University of Denver	Institutional	$60,000.00	$284,495.60	43	2,335
Northeastern Junior College	Conference Funds	$2,500.00	NA	NA	NA
Pikes Peak Community College	Institutional	$40,000.00	$ 1,908,615.00	14	13,603
Pueblo Community College	Institutional	$25,000.00	$74,531.86	10	605
Red Rocks Community College	Institutional	$30,000.00	$343,550.00	15	2,387
Trinidad State Junior College	Conference Funds	$4,500.00	$3,509.74	6	26
University of Colorado	Institutional	$60,000.00	$169,474.31	42	1,873
University of Colorado Boulder	Small Group	$4,000.00	$5,682.00	2	56
University of Colorado Denver	Small Group	$4,999.99	NA	3	NA
University of Northern Colorado	Institutional	$20,000.00	$92,570.37	4	680
Western Colorado University	Institutional	$22,000.00	$27,523.75	7	290
	TOTAL:	**$549,107.97**	**$3,925,487.74**	**193**	**30,464**

OER Grantees Cohort #2 (2019-20 Awardees) Incomplete Chart with Current Estimates

Institution	Award Level	Award Amount	Estimated Cost Savings	Number of Courses	Estimated Student Enrollment
Adams State University SG II	Small Group	$8,500.00	**Did not receive final report**		
Adams State University SG II	Conference Funds	$1,000.00	NA	NA	NA
Adams State University SG III	Small Group	$6,000.00	NA	NA	NA
Aims Community College	Institutional	$36,000.00	$14,545.50	7	NA
Arapahoe Community College	Institutional	$13,000.00	$149,853.00	2	717
Colorado Community College Online	Institutional	$42,110.00	NA	1	NA
Colorado Community College System	Institutional	$74,800.00	NA	1	NA
Colorado Mesa University	Institutional	$10,000.00	NA	1	NA
Colorado Mesa University SG I	Small Group	$7,500.00	$46,898.00	1	358
Colorado Mesa University SG III	Small Group	$5,000.00	NA	1	NA
Colorado Mountain College	Institutional	$36,000.00	NA	15	NA
Colorado Northwestern Community College	Institutional	$36,000.00	NA	23	NA
Colorado School of Mines	Institutional	$38,000.00	NA	1	NA
Colorado School of Mines SG I	Small Group	$5,000.00	NA	NA	NA
Colorado School of Mines SG II	Small Group	$2,600.00	$5,302.07	1	47
Colorado School of Mines SG IV	Small Group	$7,000.00	$4,641.00	1	25
Colorado State University	Institutional	$76,000.00	NA	8	NA
Colorado State University Pueblo	Institutional	$51,000.00	$55,700.00	2	557
Community College of Aurora	Institutional	$31,000.00	$77,896.05	5	483
Community College of Denver	Institutional	$18,915.36	NA	6	NA
Community College of Denver SG	Small Group	$7,600.00	NA	1	NA
Fort Lewis College	Institutional	$31,000.00	$112,874.40	11	925
Front Range Community College	Institutional	$41,000.00	$974.10	2	14
Metropolitan State University of Denver	Institutional	$76,000.00	$6,930.00	3	66
Morgan Community College	Conference Funds	$4,500.00	NA	NA	NA
Northeastern Junior College	NA	$4,000.00	$11,700.00	1	45
Pikes Peak Community College	Institutional	$51,000.00	$588,574.00	16	3,860

Pueblo Community College	Institutional	$21,000.00	$74,531.86	10	605
Red Rocks Community College	Institutional	$46,000.00	NA	16	NA
Trinidad State Junior College	NA	$7,500.00	NA	2	NA
University of Colorado	Institutional	$76,000.00	$243,528.31	42	1,873
University of Colorado Denver	Institutional	$30,000.00	NA	8	NA
University of Northern Colorado	Institutional	$42,874.64	$146,808.48	14	1,234
Western Colorado University	Institutional	$23,100.00	$78,350.00	3	NA
	TOTAL:	**$967,000.00**	**$1,619,106.77**	**205**	**10,809**

OER Grantee Profiles – Cohort #1

The below profiles summarize award amounts and projects pursued by Colorado institutions with grant funds from the CDHE. The scope and intent of projects vary as this list includes institutional and small group level grants that received support in the first two years of the OER Grant program. Source: CDHE Cohort #1 OER Grantee Final Reports from 2020.

Grantee Profile: Arapahoe Community College

Name of Grant: Access to Open Educational Resources (OER) Fosters Equity and Student Success

Award Amount and Level: $13,000, Institutional

Project Summary: Arapahoe Community College (ACC) is pleased to report we successfully completed the first year of the Colorado OER Grant and spent the total amount of $13,000 awarded to us by the Colorado Department of Higher Education (CDHE). Expenditures were within the scope of our proposal and included incentivizing the adoption, revision, and/or teaching of OER materials, providing open education training opportunities, and reimbursing travel costs. During year one of this grant opportunity, ACC saved 2,582 students $209,092 in textbook costs. Funding from the CDHE supported implementation of OER materials within eight high-impact, high-enrollment, and/or high material cost courses. These in-person and online classes included core courses, concurrent enrollment students, and GT Pathway courses and spread across all three campuses and local high schools. The courses using adopted or revised OER materials during Fall 2019 and Spring 2020 were Astronomy 101 - Planetary Astronomy with Lab, AST 102 - Stellar Astronomy with Lab, BUS 116 - Personal Finance, BUS 217 - Business Communication and Report Writing, COM 115 - Public Speaking, ECO 202 - Principles of Microeconomics, ENG 121 - English Composition I, and PHY 105 - Conceptual Physics with Lab.

Project Leaders: Lisa Chestnut, lisa.chestnut@arapahoe.edu

OER Committee: Dr. Josie Mills, Associate Vice President for Instruction josie.mills@arapahoe.edu; Lisa Chestnut, Director, Library & Learning Commons lisa.chestnut@arapahoe.edu; Susan Kendall, Business Professor and 2018-2019 Colorado OER Council Member susan.kendall@arapahoe.edu; Joan Anderssen, Economics and Finance Professor joan.anderssen@arapahoe.edu; Dr. Lee Christopher, Director, eLearning lee.christopher@arapahoe.edu; Courtney Dale, Instructional Designer for the Bachelor of Applied Science in Emergency Service Administration Degree courtney.dale@arapahoe.edu; Monica Fuglei, Department Chair of English and Professor monica.fuglei@arapahoe.edu; Dr. Brian Grewe, Instructional Designer of Accessibility and Universal Design, eLearning

brian.grewe@arapahoe.edu; Amanda Hardman, Instructional Designer, eLearning amanda.hardman@arapahoe.edu; Kelley Harmon, Part-time Instructor, Psychology Department kelley.harmon@arapahoe.edu; Kathy Keairns, ACC Part-time Instructor for a Career and Technical Education (CTE) course and Director of Web-based Learning at University of Denver kathy.keairns@arapahoe.edu; Terri Scrima, Communication Program Chair, Concurrent Enrollment Liaison for Communication, and Professor terri.scrima@arapahoe.edu; Kathleen Sutherland, Education Program Chair and Early Childhood Education Professor kathleen.sutherland@arapahoe.edu; Hank Weigel, Physical Sciences Department Chair, Concurrent Enrollment Liaison for Physics, and Professor henry.weigel@arapahoe.edu

Current Campus Impact: During the Grant Cycle Period

KPIs	Results at Institution
Estimated Cost-Savings for Students (in dollars)	$209,092.75
Number courses address	8
Number of Students Reached (Enrollment)	2582
Summary of Trends and Themes Regarding Pass, DFW Rates, and Student Success	

Resources Created and/or Adopted

Course Name	Number	Resource and Link
Planetary Astronomy w/Lab	AST 101	https://openstax.org/details/books/astronomy
Stellar Astronomy w/Lab	AST 102	https://openstax.org/details/books/astronomy
Personal Finance	BUS 116	https://resources.saylor.org/wwwresources/archived/site/textbooks/Personal%20Finance.pdf
Business Communications	BUS 217	D2L Sandbox
Public Speaking	COM 115	https://oer.galileo.usg.edu/communication-textbooks/1/
Principles of Microeconomics	ECO 202	https://openstax.org/books/principles-microeconomics-2e/pages/1-introduction
English Composition	ENG 121	https://human.libretexts.org/Courses/Arapahoe_Comm

		unity_College/ACC%3A_English_121-_Composition_1
Conceptual Physics with Lab	PHYS 105	https://www.physicsclassroom.com/about

Highlights:

OER LibGuide: https://arapahoe.libguides.com/OER/oerhome

"Three sub-committees--Communications, Professional Development, and Incentive Funding Program--were also created to guide efforts in these areas"

"We awarded $5,466 in grant funds to eight faculty for adopting and/or remixing OER materials that replaced print textbooks." - 17 faculty applied for funding

"Collaborated with ACC's Student Government Association on planned activities and events during Open Education Week, March 4-8, 2019 and March 2-6, 2020. Some of these activities and events included:

> Social media blasts on ACC's and the ACC Library's Facebook and Twitter pages
> Student Government Association sponsored table in the Student Lounge Area with promo materials regarding Open Education Week
> Student survey on OER awareness conducted during Open Education Week
> "S'MOERs: Saving Money through Open Education Resources" flyer and activity. Students received a ziplock bag of s'more ingredients for posting on a board with the question, "If not textbooks, then what?"
> "How much does your bag of textbooks weigh?" activity. Students weighed their backpacks to discover how much weight textbooks add to their load. The weights were added to a white board
> Students were videotaped answering the question, "If I didn't have to spend money on textbooks, I could afford…" This video will be used as part of Governor Polis' ZTC Challenge application"

All faculty worked in conjunction with our eLearning Department to ensure materials met accessibility requirements

All materials were shared out to colleagues at ACC and to broader communities via LibreText, the Colorado Community College System Learning Object Repository, and D2L shared shells

Promotion of OER during year one created enthusiasm and buy-in from a wide variety of departments. We received 18 additional incentive funding applications for year two of the Colorado OER Grant.

Student feedback:

"I'm 57, so am used to books, however, this is a fabulous opportunity to lower the cost of higher education. So thank you very much"

"It was easier to use and I liked the fact that I didn't have to buy a textbook or lug around a heavy book. It saved me a lot of time too because no matter where I was I could access it which made my life a lot easier and less stressful."

Challenges:

Ensuring OER material presented in classes was accessible to everyone via assistive technology

Finding the time to evaluate and curate OER material

Expending the time and effort necessary to find or create quality ancillary materials

Time managing the grant: PI spent "Approximately 15% of her time over the last 17 months has been spent managing this grant which equates to a total in-kind support of $27,652 in salary, fringe, and indirect costs."

Difficult to find exact alignment to CCCS competencies

OER resources available to faculty need to be communicated through online training as part of the incentive funding application so efforts are not duplicated and requirements of receiving funds are understood

Grant funds need to be scalable to include departments that have already adopted OER

Grantee Profile: Aims Community College

Name of Grant: Aims Community College's OER Tactical Goal Initiative: Building F2S (Free-to-Student) Courses

Award Amount and Level: $25,000, Institutional

Project Summary: "Aims OER Tactical Goal Initiative is informed by the objective of improving access and retention by providing a level playing field for the College's diverse student populations. Understanding that students stand the best chance of persisting and succeeding in a college class when they have the materials and resources necessary for the course from day-one, the emphasis in this grant project is on incentivizing faculty who teach Guaranteed Transfer (GT), high DFW, high enrollment, multi-sections, and CTE program courses to replace commercial textbooks with OERs or other free-to student materials."

Project Leaders: Doug Strauss, Jim Hutchinson, and Cathy Glaser

OER Committee:
Doug Strauss, Program Director – Learning Commons (doug.strauss@aims.edu)
Jim Hutchinson, Learning Experience Designer (jim.hutchinson@aims.edu)
Catherine Glaser, eResources Librarian (catherine.glaser@aims.edu)
Chelle Costello, Faculty (chelle.costello@aims.edu)
Jan Stapleton, Faculty (jan.stapleton@aims.edu)
Donna Norwood, Faculty (donna.norwood@aims.edu)
Selani Flores, Faculty (selani.flores@aims.edu)

Current Campus Impact: During the Grant Cycle Period

KPIs	Results at Institution
Estimated Cost-Savings for Students (in dollars)	$35,103.88
Number courses address	10
Number of Students Reached (Enrollment)	313
Summary of Trends and Themes Regarding Pass, DFW Rates, and Student Success	75% pass rate

Resources Created and/or Adopted

Course Name	Number	Resource and Link
Art Appreciation	ART 110	
Business Ethics and Values	MAN 102	
General College Biology II	BIO 112	
Human Geography	GEO 106	
Intercultural Communication	COM 220	
Intro to Literature	LIT 115	
Medieval to Modern	HUM 122	
Public Speaking	COM 115	
Responding to Emergencies	HWE 122	Responding to Emergencies Skills Manual -Heather Brown (2020)
Social Psychology	PSY 226	

Highlights:

" In addition to the money students saved and will continue to save (see section III), the adoptions and redesigned courses also resulted in overall improvements in the courses themselves. Working with our instructional designers and librarians, faculty were able to curate and create materials that better aligned with course outcomes and develop new projects and assessments with a more student-centered focus."

"Additionally, the grant allowed us to improve the overall awareness and acceptance of OER across the campus. For example, many of our faculty involved in redesigning courses but not specifically part of the grant are also exploring OERs."

"First, we were able to award all ten stipends to ten different faculty and all course redesigns (5) and OER adoptions (5) were completed by the end of the spring 2020 semester. Some courses have already been offered and anecdotal feedback from faculty was positive including positive feedback from students. As a result of the grant, we have also had success in changing perceptions around OER. Several chairs who were initially hesitant or outright resistant to OER have since changed their attitudes and this has had a direct impact on the courses under consideration for our year 2 grant."

Libguide for grant funded OER courses:
https://libguides.aims.edu/c.php?g=918320&p=7667244

Challenges:

"Our biggest concern is the quality and consistency of courses. While Aims has a well-established process for course development, we elected to give faculty who were part of the grant more freedom. This was an intentional decision to help encourage faculty to participate in the grant. From that perspective, the decision was a success as we were able to award all ten grants. However, the final deliverables were not all at the same level. In particular, there was considerable variation in the quality of the Open Pedagogy projects between the five Tier 3 courses. We have already addressed this for our Year 2 grant and going forward all new projects will follow our Shareable Course Shell process that requires close collaboration with an instructional designer, frequent meetings, course review and feedback and approval by the department chair and dean."

Grantee Profile: Colorado Community Colleges Online

Name of Grant: Colorado's Top 40: Curating OER Content for the Top 40 GT Pathway Courses

Award Amount and Level: $25,408, Institutional

Project Summary: "CCCOnline has identified the top 40 CCCS GT pathway courses by enrollment for academic year 18, and has curated the available OER content to the CCNS topical outline. These curation guides are made publically available to all."

Project Leaders: Dr. Tina Parscal and Brittany Dudek

OER Committee: Brittany Dudek – co-chair, Ben Kohntopp –co-chair, Dr. Tina Parscal, Dr. Amy Kahn, Dr. Stephen McElroy, John Schmahl, Eileen Clymo, Darci Duran, Frank Vazquez, Amy Sorenson, Daniel Metz, Paul Robertson, Jeremy Rotini

Current Campus Impact: During the Grant Cycle Period

KPIs	Results at Institution
Estimated Cost-Savings for Students (in dollars)	No metrics because grant funding used to create an online OER repository
Number courses address	n/a
Number of Students Reached (Enrollment)	n/a
Summary of Trends and Themes Regarding Pass, DFW Rates, and Student Success	n/a

Resources Created and/or Adopted

Course Name	Number	Resource and Link
n/a	n/a	n/a
n/a	n/a	n/a
n/a	n/a	n/a

Highlights:

As of July 30, 2020, CCCOnline has completed all deliverables of their grant, including: Website launched, 40 curation guides completed, Promotional kit available. "Colorado's Top 40" materials can be found at: https://confluence.ccconline.org/x/p4aK. Since the soft launch in May, "Colorado's Top 40" has been accessed by more than 800 times. National recognition of OER curation project by American Library Association as the "Learning Resource Project of the Year 2020."

Challenges:

"COVID19 put stress on contract SMEs to complete work, so setting realistic expectations and backup plans to enable contract employees to discern capacity." "Although we have communicated about the grant with multiple levels within CCCS including Presidents, Vice Presidents, faculty and librarian stakeholder groups, not all colleges are aware of the OER grant so communication needs to be enhanced."

Grantee Profile: Community College of Denver

Name of Grant: Expanding OER to Make Learning Affordable

Award Amount and Level: $20,000, Institutional

Project Summary: This project focuses on OER development for BUS 216: Business Law, ART 110: Art Appreciation, and COM 115: Introduction to Communications.

Project Leaders: Jennifer Ferguson, Jennifer.Ferguson@ccd.edu, and Karen Danielson, Karen.Danielson@ccd.edu

OER Committee: Jennifer Ferguson, Karen Danielson, Marsha Mattingly, Peter Lindstrom, Mollye Russell, Melissa Randall, Aysenur Ozyer, Chris Arcarese, Ellen Metter

Current Campus Impact: During the Grant Cycle Period

KPIs	Results at Institution
Estimated Cost-Savings for Students (in dollars)	$83,390 (amount from spreadsheet included here does not match what was reported in the narrative: $153,223)
Number courses address	3 courses (32 sections)
Number of Students Reached (Enrollment)	1,238
Summary of Trends and Themes Regarding Pass, DFW Rates, and Student Success	Art pass rate fluctuated greatly across sections and terms without a clear pattern (33%-100%) Business pass rate between 77%-100% Com pass rate 40%-54%, below average for each term (included textbook sections) -- but also very low enrollment specifically in Spring 2020 (10) and COVID-19 may have affected enrollment as well as pass rates (4/10).

Resources Created and/or Adopted

Course Name	Number	Resource and Link
Art Appreciation	ART 110	Curation guide pending
Legal Environment of Business	BUS 216	https://introductiontobusinesslaw.pressbooks.com/
Introduction to Communication	COM 115	https://open.umn.edu/opentextbooks/textbooks/stand-up-speak-out-the-practice-and-ethics-of-public-speaking

Highlights:

ART 110: "A curation guide of the OER materials from the course, which includes the replacement for textbook readings, will be licensed and published publicly through the Auraria Library's Institutional Repository ."

"BUS 216 text was officially published as a word press textbook, along with sharing it to AIR."

"In the case of BUS 216, most available textbooks are written for pre-law majors or law school's students. Existing materials did not address the needs of BUS majors who required a look a[t] law through then lens of a business owner. By authoring OER and engaging students as editors and contributors, the new BUS 216 text addresses the learning outcomes and student needs specific to our student demographic."

COM 115: "The feedback from students was generally positive. Students appreciated having the text prior to financial aid awards, and faculty appreciated not having to find solutions for the first few weeks of the semester. Additionally, **a student survey asking if the textbook helped students learn in two piloted COM 115 showed relatively favorable results with 73% of students strongly agreeing with the statement**."

"Students had access to the text before their Financial Aid kicked in. In classes with textbooks you need to buy, we are often trying to find solutions for students that don't have the money for that purchase until the receive their Financial Aid, which is often a few weeks into the semester. We did not have that issue with OER classes."

"The momentum of OER at the institution has resulted in an additional 27 courses interested in exploring OER."

Challenges:

BUS 216: "One challenge for this project was how poorly written the contracts chapter in the OER books were, necessitating a lot of revision. As a result, one more chapter than anticipated was developed for the OER textbook.

Another challenge has been how time-consuming requesting help from attorneys for the "Counselor's Corner" would be. The response has been overwhelmingly positive, but there has been a lot of time answering questions.

A third challenge was the tension of trying to incorporate as many graphics as possible because research shows that this generation are heavy visual learners who read top down and outside in rather than traditional left to right, line by line (thanks to tech) while at the same time, being as inclusive as possible for accessibility."

Institutionally we greatly underestimated the amount of time to engage in open pedagogy and author original OER content. As an institution, we need to create a standard course release standard for different types of OER adoption (adoption, adaption, creation).

Grantee Profile: Colorado State University

Name of Grant: Open Educational Resources at Colorado State University Fort Collins: Increasing Awareness, Supporting Course Conversion, and Developing High Quality OER

Award Amount and Level: $60,000, Institutional

Project Summary: CSU-FC had three primary goals:
  1. Increasing awareness—and, ultimately, adoption—of OER among faculty, staff, and students
  2. Reducing barriers to OER adoption by supporting efforts to integrate OER into the curricula in high-enrollment courses
  3. Supporting efforts to create high-quality OER materials for use in high enrollment courses

It is our continued belief that these three activities have provided the foundation for long-term efforts to reduce the cost of course materials for our students. By increased awareness of OER and other affordable course material options, we have seen a number of courses adopting OER and, where OER materials are judged by our faculty to be less viable, we see a growing reliance on affordable options such as low-cost digital editions and various all-students-acquire models. By supporting the adoption of OER in high-enrollment courses, we have reduced barriers that might otherwise maintain higher costs for our students. And by the establishment of the OER Academy, we have seen an increase the amount of high-quality, peer-reviewed instructional materials available as OER. Our goal, through these efforts, was (and continues to be) to reduce the cost of instructional materials to students, compared with national averages, by 25 percent in three years over 2018 costs (in current-year dollars, just in case there is rampant inflation over the coming years) and by 40 percent in six years. We continue to believe a combination of support for OER adoption and development combined with aggressive adoption of other affordable options can help us reach our goals.

Project Leaders: Margaret (Meg) Brown-Sica and Mike Palmquist

OER Committee: Conveners:
Meg Brown-Sica, Assistant Dean for Scholarly Communications and Collections, meg.brown-sica@colostate.edu
Task Force Members:
Sean Bryan, Senior Instructor of Geology, sean.bryan@colostate.edu
Stan Kruse, Learning Technology and Analytics Program Manager, stan.kruse@colostate.edu
Christine Pawliuk, Business Librarian, christine.pawliuk@colostate.edu
Heidi Zuniga, Electronic Resource Management Librarian, heidi.zuniga@colostate.edu
Meg Brown-Sica, Assistant Dean for Scholarly Communications and Collections, meg.brown-sica@colostate.edu
Meggan Houlihan, Coordinator for Library Liaisons, Social Science, Arts & Humanities, Business
James Wilson, Associate Professor, Mathematics
Medora Huseby, Assistant Professor, Microbiology

Note: Right now because we are having a major leadership transition—president + provost this is a group that holds monthly meetings with FC/Global/Pueblo. There may be a new group formed in the next year which is more formal and has other members

Current Campus Impact: During the Grant Cycle Period

KPIs	Results at Institution
Estimated Cost-Savings for Students (in dollars)	$163,802.00
Number courses address	8
Number of Students Reached (Enrollment)	883
Summary of Trends and Themes Regarding Pass, DFW Rates, and Student Success	780 passed

Resources Created and/or Adopted

Course Name	Number	Resource and Link
Virology	MIP 420	n/a
Risk Management	FIN 670	n/a
Mechanical and Plumbing Systems	CON 371	n/a
Introduction to Astronomy	AA 100	n/a
Co-Cultural Communication	SPCM 334	n/a
Quantitative Analysis in Journalism and Media (and others)	JTC 270	n/a
Comp Biochem	BC 401	n/a
Eukaryotic Microbiology	MIP 250	n/a

Highlights:

"CSU FC also demonstrated a commitment to OER by hosting a faculty workshop that introduced OER. All attendees reviewed materials in their respective disciplines. Research has shown that this approach has about a 40% adoption rate. Five faculty members stated they would use OER in future classes."

"Finally, in order to better promote OER on-campus, Colorado State University developed a new website (oer.colostate.edu) and created the OER Academy."

"We are currently advocating for the inclusion of OER in the upcoming strategic plan lead by our university president, Joyce McConnell."

Challenges:

"We need to make the program more sustainable by identifying positions that have some responsibility to support OER and an on-going committee."

Grantee Profile: Colorado State University - Pueblo

Name of Grant: CSU-Pueblo: A DOER Campus by 2028

Award Amount and Level: $45,000, Institutional

Project Summary: The major goal of the activities supported by this grant were to build capacity for OER on our campus toward the ultimate goal of making CSU-Pueblo a "Default OER" [DOER] campus by 2028. This goal supports and is supported by the VISION2028 plan which recently was adopted by our campus, with the support of the Colorado State University System, setting the priorities and mission of our institution. In the first year of these supported activities we sought to advance towards this DOER goal by building the expertise on our campus around OER, establishing infrastructure -- including IT platforms, processes, and artefacts -- and processes, working towards recognition and support by our administration, faculty, and students, and advancing a small number of high-impact projects.

Project Leaders: Jonathan Poritz, Elizabeth Christian [no longer at CSUP], and Rhonda Gonzales

OER Committee:
Rhonda Gonzales, Dean of the Library, rhonda.gonzales@csupueblo.edu,
Denise Henry, Instructional Designer, denise.henry@csupueblo.edu,
Margie Massey, Professor and President of the Faculty Senate, margie.massey@csupueblo.edu,
Lona Oerther, Scholarly Communications Librarian, lona.oerther@csupueblo.edu,
Jonathan Poritz, Associate Professor and Director of the Center for Teaching and Learning, jonathan.poritz@csupueblo.edu,
Adam Pocius, Director of Academic Technology, adam.pocius@csupueblo.edu
Brain Vanden Heuvel, Executive Director of Undergraduate Studies, brian.vandenheuvel@csupueblo.edu

[Please note: this is the configuration of the CSU-Pueblo OER Committee as of July 2020. The composition of this committee has changed several times since our original grant application for first year CDHE OER funding.]

Current Campus Impact: During the Grant Cycle Period

KPIs	Results at Institution
Estimated Cost-Savings for Students (in dollars)	$168,200
Number courses address	2 with 94 sections
Number of Students Reached (Enrollment)	1,682
Summary of Trends and Themes Regarding Pass, DFW Rates, and Student Success	Overall DFW rate decreased when transitioning from commercial books to OER

Resources Created and/or Adopted

Course Name	Number	Resource and Link
Rhetoric & Writing I	ENG 101	Writing and Rhetoric
Rhetoric & Writing II	ENG 102	Writing and Rhetoric

Highlights:

"The use of PressBooks for OER on our campus has been, we would judge, an unqualified success. Its ease of use and administration have made it a delightful tool, and it has just enough flexibility to make interesting and unique OER without being overly complicated."

"As a consequence, knowledge of OER has become much more widespread on our campus, so, e.g., there were 18 applicants for minigrants in our Spring 2020 call for proposals."

"We should mention that there is evidence that this new OER not only saves our students money, but it does not harm them academically -- it probably even benefits them. We do not have any way of proving this conclusively, but we can compare the DFW rates (the percentage of students who receive a D, F, or W in the course -- the "non-success" rate) from the academic year 2018-2019, before our new OER was deployed, to those numbers in academic year 2019-2020, when the OER was in use in all sections of ENG 101 and 102. (Note: this is not an experiment, other things certainly changed at the same time, and it would be foolish to attribute the changes in these DFW rates to only this factor of OER use. Nevertheless, the results suggest at least that the new OER did not cause a significant decrease in success rate, since the DFW rate decreased when transitioning from commercial books to OER, in all comparison courses and semesters except one, where there was an increase of less than 1%."

"The textbook produced in-house for our required ENG 101 and ENG 102 composition classes was certainly a success of our first year grant. The speaks to the power of supporting experienced (but low-ranking: they were all contingent faculty!) classroom instructors with training (in OER, Creative Commons licensing, PressBooks, etc.), technical support (some initial support with PressBooks), and a modest stipend. It also speaks to the ease of use both for creator/instructors and students of the PressBooks platform."

"Concerted, relentless, in-your-face tenacity on the part of the OER team, going to every possible meeting, speaking in every available forum, and creating new fora in which to speak about OER has significantly moved the common cultural understanding on our campus about OER and their benefits. From individual faculty in departments all the way to the CSU System Board of Governors, our OER team members tireless advocacy has changed the conversation from vague, largely ignorant disdain to **widespread support for OER on our campus … to the point that it now seems conceivable for CSUP to realize our dream of becoming a default OER campus by 2028**."

"The events we ran for Open Ed Week 2020, followed by the clear, persuasive case we made during the great 'pivot online' in Spring 2020 and associated planning for a covid-19-influenced Fall 2020 were strangely effective, and we now have an explosion of interest in OER among faculty and staff."

Challenges:

"One concern that might be admitted in this area is that we have been perhaps a little too successful. We shared out minigrant funds so that the individual faculty are getting a rather pathetic amount of support each. Because the faculty are not primarily motivated by hope for financial gain (at least those who accepted the minigrants: we had two who chose not to accept the small grants to do the large amount of work these projects require), this is not a problem at the moment. But we could easily double the number projects mentioned above, even at the pathetic level of support we are offering, because of the growing faculty awareness and enthusiasm for OER … and we do not have even the paltry minigrant funds."

"...we have funding for one or two years from the CSU System for an OER Coordinator who will take over much of this support role. But one person is will be hard pressed just to support the above projects, and could not double the number of projects they support, as we mentioned we could easily find faculty interest for. Additionally, the CSU support is only promised for one or two years, so this effort not only does not scale, but also it may not be sustainable."

"It would be good if our campus or system could provide more financial backing for these efforts, probably in the form of funding positions which are full-time OER support roles. We will never have enough money to pay instructors at a reasonable rate for the time they invest in OER. But many instructors will move to OER if we give them sufficient support, for which we need warm (employed) bodies doing that support work. At the moment CSUP has many more faculty interested in OER than we can support with our current OER team."

"There is a cluster of issues around operational issues -- such as better hosting for a variety of different OER types and a more friendly front page for our PressBooks instance -- and processes -- more thoughtful use of skills in our library supporting OER projects, more rigorous study of OER efficacy, more efficiency in promptly paying the small minigrant stipends to hard-work instructors -- which need continuous improvement. Presumably this will come with continued support (financial and otherwise) from the CDHE and our administration as well as simply more experience."

<div align="center">**Grantee Profile: Colorado State University**</div>

Name of Grant: Digital Open Educational Resources (OER) for Statics

Award Amount and Level: $4,999, Small Group

Project Summary: "This project was the collaborative development of an OER textbook for Engineering Mechanics: Statics. The book is titled Engineering Statics and will be available in both web and print form. Through the use of the tools provided by PreTeXt , we are able to easily create robust web versions and PDFs from the single XML source code. E-books are also possible, but are not a priority at this time. The figures in the textbook are largely GeoGebra interactives to boost students' conceptual understanding. All interactives are designed with an intuitive interface and allow students to manipulate objects to test their current understanding and have a platform to ask 'what if' questions and get instant feedback. Our team of 10+ collaborators has been steadily working on the project since early 2019 and will pilot the book at three institutions for over 300 students in fall 2020, with full release planned for Spring 2021. The book is comprehensive (see chapter list below), containing all topics typically included in Statics. Additionally, we have separated two-dimensional and three-dimensional topics in each chapter into different sections as some institutions do not cover three-dimensional topics. Chapters:

- Introduction
- Forces and Other Vectors
- Equilibrium of Particles
- Moments and Couples
- Equilibrium of Rigid Bodies
- Equilibrium of Structures
- Properties of Shapes
- Internal Loading within Rigid Bodies
- Friction
- Virtual Work

The book will be licensed using the Creative Commons license Attribution-NonCommercial-ShareAlike 4.0 International and all content and source code is publicly available on GitHub. Additionally, we have been in communication with LibreTexts and will work with them to allow greater distribution and remixing of the course content."

Project Leaders: Daniel W. Baker

OER Committee:
Christine Pawliuk, Business Librarian, christine.pawliuk@colostate.edu
Heidi Zuniga, Electronic Resources Management Librarian, heidi.zuniga@colostate.edu
Meggan Houlihan, Coordinator for Library Liaisons, Social Science, Arts & Humanities, Business, meggan.houlihan@colostate.edu

James Wilson, Faculty, Math, james.wilson@colostate.edu
Sean Bryan, Faculty, Geology, sean.bryan@colostate.edu
Stan Kruse, Instructional Designer, TILT, stan.kruse@colostate.edu
Medora Huseby, Faculty, Microbiology, medora.huseby@colostate.edu

Current Campus Impact: During the Grant Cycle Period

KPIs	Results at Institution
Estimated Cost-Savings for Students (in dollars)	$132.45 per student
Number courses address	1
Number of Students Reached (Enrollment)	~50,000 students enrolled nation-wide each year and about 350 enrolled each year at Colorado State University
Summary of Trends and Themes Regarding Pass, DFW Rates, and Student Success	n/a

Resources Created and/or Adopted

Course Name	Number	Resource and Link
Engineering Mechanics: Statics	CIVE 260	Engineering Statics

Highlights:

"We have exceeded the performance requirement of the project agreement to deliver at least 5 chapters in the book by Fall 2020 and are on pace to deliver a minimum of 9 chapters for a Fall 2020 pilot. Eight chapters are in review with one final chapter being actively completed (Ch 7: Properties of Shapes). Our team is working this summer to finish rounds of editing and prior to moving them from collaborative Google Docs to their final form in the publishing platform [PreTeXt](#) . As of July 2020, we have seven chapters online at a [temporary web location](#) with more on the way soon."

GeoGebra interactives: https://www.geogebra.org/u/drdan

"We have assembled a team of 10+ co-authors and also have the support of the American Society of Engineering Education Mechanics Division to help market the text once complete. Additionally I have created a Twitter account for the project https://twitter.com/EngrStatics and purchased the website domain engineeringstatics.org (currently empty) where the book can be assessed and downloaded."

"Additional funds for the project ($10,000) have come from the Provost Office here at Colorado State University as they are also actively supporting OER adoption and development."

Challenges:

"The PreTeXt platform is proving to be time-intensive to set up, but does produce quality web and PDF versions of the book."

"Team enthusiasm does not always equal productivity. While my team members are all really excited about the project, they are not being paid to contribute and that has led to some decreasing their commitments and others being quite slow to complete deliverables."

"All instructors teach from a different set of ideas. While all 10+ of us on the team fundamentally teach the same class, we have different approaches in style, color choices, notation, and vocabulary. Thus writing a book which is the perfect book for all team members is not possible.

Grantee Profile: University of Colorado Boulder

Name of Grant: University Reading: Getting Ready for Success

Award Amount and Level: $4,000, Small Group

Project Summary: "This OER project's aim was to create an affordable, effective developmental reading textbook for Adult Basic Education and English as a Second Language classes adapted from open (OER) freshman-level textbooks from the five most popular majors. These freshman-level passages are often written above the reading level of many high school graduates and/or English as a second language students. Therefore, this new open textbook adapted university- level OER chapters and provides comprehension questions, reading skill instruction, and expansion activities."

Project Leaders: Kathleen Mitchell

OER Committee:
    Leslie Reynolds, Interim Dean of University Libraries, Chair
    Troy Fossett, CUSG President of Internal Affairs, Co-chair
    David Kidd, CUSG President of Internal Affairs (incoming), Co-chair
    Brian Groves, Executive Director, Auxiliary Services – CU Book Store
    Aisha Jackson, Associate Director of the Academic Technology Applications Program, Office of Information Technology
    Mike Klymkowsky, Professor, College of Arts and Sciences
    Chris Koehler, Associate Faculty Director, Space Minor/College of Engineering and Applied Science
    Catherine Milburn, Senior Instructor and Teaching Professor, Leeds School of Business
    Pramila Patel, ICT Accessibility Program Manager, Office of Information Technology
    Geoffrey Rubinstein, Director of Independent Learning, Continuing Education
    Madeline Sembrat, Assistant Vice Chancellor, Budget and Fiscal Planning
    Caroline Sinkinson, Associate Professor/Head of Teaching and Learning, University Libraries
    Tamara Sumner, Professor/Director of the Institute of Cognitive Science, College of Engineering and Applied Science

Current Campus Impact: During the Grant Cycle Period

KPIs	Results at Institution
Estimated Cost-Savings for Students (in dollars)	$5,682
Number courses address	2
Number of Students Reached (Enrollment)	56
Summary of Trends and Themes Regarding Pass, DFW Rates, and Student Success	Did not report on students who were enrolled in Spring 2020. Main theme of report was partnering with other faculty in state to create OER textbook and sharing nationally to reach a wider audience.

Resources Created and/or Adopted

Course Name	Number	Resource and Link
Level 8 Reading	NCIE 4650	n/a
ESOL – Level 3 Foundations Academic English, Reading & Writing	AEFN 8212	n/a

Highlights:

"The group presented at the Colorado Teachers of English to Speakers of Other Languages in November 2019 to recruit pilot institutions. The group also emailed other departments around the state that might be interested. While response was positive, the most common refrain was that departments didn't have time to help with piloting and revising materials and would rather review the book when it was finished. Still, four faculty members at two institutions expressed interest in using the materials in their draft form; two from Colorado State University and two from CU Boulder… All the feedback was used to revise the book and upload it to Pressbooks.com"

> One of the participating faculty members feedback: "I'm very excited about your resource, and I received informal feedback that students liked the authenticity of it."

"OER was published on the OER Commons and Open University's resource hub (a requirement of adapting their materials). The authors then posted about the resource on social media. Several faculty members around the country have already written that they will use the book, including faculty at Portland Community College and Illinois Central College. The team has also authored several articles related to the OER's creation and pilot that will be published, hopefully, in 2020/2021. Additionally, the team is submitting applications to present at upcoming conferences. This is part of the ongoing publicity that the team will be doing over the next academic year."

"The interest we've seen in this publication from community colleges around the country shows that this OER can have a positive impact on lowering the cost of education for students in Adult Basic Education and English as a Second Language classes nationwide. By doing so, it may help these students continue their studies and eventually reach graduation."

"This project was also recognized at CU Boulder where one of the team members, Matthew Burrows, won the Open Educator of the Year Award. (Read the full press release here: https://www.colorado.edu/libraries/2020/03/02/matthew-burrows-accepts-open-educator-award#:~:text=Matthew%20Burrows%2C%20lecturer%20with%20the,University%20of%20Colorado%20Student%20Government)"

Challenges:

"This project went well over budget; specifically, it was about 29% over budget because of the fringe payments that covered the faculty members' benefits."

> "Additionally, the time spent on this project exceeded expectation. Some parts, like the creation of the comprehension activities, took at least twice as long.

"We had originally planned to recruit three institutions, but that was not possible. It seemed participating and providing feedback was too burdensome for already overworked faculty. We had hoped our $250 stipend would encourage participation, but

it seemed to be too small of an incentive. Thankfully, two institutions enlisted; however, since most of the pilot was in Spring 2020, the pandemic took its toll and one faculty member who used the book was unable to provide any feedback."

"Additionally, we had problems dispersing the honorarium to a third. He was here on a special visa and could not get paid from another institution, so despite seeking guidance from experts on campus with accounting and international visa specialties, it was not possible. In retrospect, we should have asked about visa statuses before enlisting people in the pilot. Thankfully, this faculty member was understanding of the situation and actually apologized for not knowing how his visa status would affect his work on this project. Still it was very unfortunate. He provided so much valuable feedback on the OER and deserved to be given the honorarium as a small token of our appreciation."

"The other problem we encountered was related to the budget. We were not aware that "fringe" to cover benefits would be added to the stipends that faculty received. The team learned from this and will account for it in future projects. Thankfully, the department covered the additional costs that were incurred. The intricacies of accounting were just one topic that the team learned about during this project."

"Ancillary materials, like teacher's guides and assessments, proved crucial to adoption. While our hope was to gather these materials from the pilot, the timing with the COVID 19 made that difficult."

> "Also, the different types of assessments from different faculty members were not ideal. Even our own department decided they could not adopt the book unless there were unit exams (in a similar format) for each unit. Surprisingly after publishing a 200+ page book it was ten pages of content, in the form of assessments, that almost stopped the book from being adopted. In the end, the OER team each took it upon themselves to write assessments, in the same format, for each unit. This was crucial and something I would recommend future teams consider."

<p style="text-align: center;">**Grantee Profile: University of Colorado**</p>

Name of Grant: Open CU: Expanding a Successful OER Initiative

Award Amount and Level: $60,000, Institutional

Project Summary: The University of Colorado System developed a program that continued and significantly expanded its Open CU initiative, which received funding the previous year from the CDHE. The four campuses have worked together over the past several years to establish the community and infrastructure necessary to support scaled awareness and adoption of open educational resources (OER). In 2019, with state funding and our multi-campus team efforts, OER integration flourished in multiple disciplines and in such diverse areas as Urban Studies, English, Finance, and Global Health. Over 140 faculty members participated in workshops and online, self-paced tutorials to discover and evaluate OER, and 42 of those have incorporated OER into their courses in the fall 2019 and spring 2020 semesters. Nearly 2,000 students have been impacted by these efforts, realizing well over $100,000 in savings in the cost of course materials. This extended Open CU program represents the University of Colorado's continued commitment to reducing barriers to OER adoption. This program has provided rich learning opportunities and financial incentives for educators who adopted, adapted, and created OER; it has also expanded recognition efforts; developed a new focus on high school concurrent enrollment courses ; provided more opportunities for educators to share successes and challenges; and made strides toward the long-term sustainability of Open CU by integrating an OER mindset and ethos into the culture of the University.

Project Leaders:

> University of Colorado System: Deborah Keyek-Franssen, 303-860-5671, deblkf@cu.edu, 1800 Grant Street, Denver, CO 80203
> Anschutz Medical Campus: Ben Harnke (ben.harnke@ucanschutz.edu), Natalia Vergara (natalia.vergara@ucanschutz.edu)
> Boulder: Leslie J. Reynolds (leslie.reynolds@colorado.edu), Merinda McLure (merinda.mclure@colorado.edu), Caroline Sinkinson (caroline.sinkinson@colorado.edu), Melissa Cantrell (melissacantrell@colorado.edu)
> Colorado Springs: Dave Anderson (danderso@uccs.edu), Martin Garnar (mgarnar@uccs.edu)
> Denver: Ellen Metter (ellen.metter@ucdenver.edu), Sheana Bull (sheana.bull@ucdenver.edu), Cynthia Hashert (cynthia.hashert@ucdenver.edu), Shea Swauger (shea.swauger@ucdenver.edu), Cinthya Ippoliti (cinthya.ippoliti@ucdenver.edu)

OER Committee:

<u>Open CU</u>

> Jaimie Henthorn, Director, Digital Education and Engagement jaimie.henthorn@cu.edu

Boulder - University Libraries OER Leads

Melissa Cantrell, Assistant Professor, Scholarly Communication Librarian Open & Digital Scholarship Services

Merinda McLure, Associate Professor, Health & Human Sciences Librarian

Caroline Sinkinson, Associate Professor, Head, Teaching & Learning, Arts & Humanities

CU Boulder OER Advisory Council

Leslie J. Reynolds, Senior Associate Dean of University Libraries, (Chair)

Michael Martin, CUSG President of Internal Affairs, (Co-chair) (replaced David Kidd and Troy Fossett)

Brian Groves, Executive Director, Auxiliary Services – CU Book Store

Aisha Jackson, Associate Director of the Academic Technology Applications Program, Office of Information Technology

Michael Klymkowsky, Professor, College of Arts and Sciences

Chris Koehler, Associate Faculty Director, Space Minor/College of Engineering and Applied Science

David Mallett, Associate Director of Capital Finance, (replaced Matthew Artley and Luke Anderson)

Merinda McLure, Associate Professor, University Libraries

Catherine Knoll Milburn, Senior Instructor and Teaching Professor, Leeds School of Business

Pramila Patel, ICT Accessibility Program Manager

Geoffrey Rubinstein, Director of Independent Learning, Continuing Education

Kirsten Schuchman, Assistant Vice Chancellor for Public Policy and Advocacy.

Madeline Sembrat, Assistant Vice Chancellor, Budget and Fiscal Planning

Tammy Sumner, Professor/Director of the Institute of Cognitive Science, College of Engineering and Applied Science

Denver - Ad hoc grant oversight group

Margaret Wood, Previous title: Director of Center for Faculty Development; Current title: Associate Vice Chancellor

Ellen Metter, OER Lead, Auraria Library

Brad Hinson, Assistant Dean & Senior Instructor, Digital Learning & Technology, School of Education & Human Development

Cinthya Ippoliti, Director, Auraria Library

Cynthia Hashert, Associate Director Digital and Scholarly Services Division, Auraria Library

Shea Swauger, Head, Researcher Support Services, Auraria Library

*The creation of an OER group is being investigated in light of organizational changes.

UCCS - UCCS OER Council

       Martin Garnar (Chair), Dean of the Kraemer Family Library

       Susan Taylor, Associate Vice Chancellor for Undergraduate Education and Academic Planning

       David Moon, Director of the Compass Curriculum

       Harper Johnson, Assistant Vice Chancellor for Information Technology and Chief Information Officer

       David Anderson, Director of the Faculty Resource Center

       Sally Greene, Bookstore Book Division Manager

       Angela Dodson, Instructional Designer

       Leyna Bencomo, Assistive Technology Specialist

       Susan Vandagriff, Instruction Librarian

       Michelle Neely, Director of Writing Across the Curriculum

       Raphael Sassower, Faculty Representative

       Stephanie Moyer, Undergraduate Student Representative

       Carlie Snethen, Graduate Student Representative

       Tia Luber, Assistant Counsel

Anschutz Medical Campus - AMC OER Council

       Ben Harnke, (Chair), Education and Reference Librarian, S trauss Health Sciences Library

       David Bourne, Ph.D., Associate Professor, Skaggs School of Pharmacy and Pharmaceutical Sciences

       Jessica Hitt-Laustsen, MS, Education Manager, Department of Emergency Medicine

       Michael Lampe, Instructional Designer, Skaggs School of Pharmacy and Pharmaceutical Sciences

       Kira Litvin, MLS, MA, Continuing Education Coordinator, Colorado School of Public Health

       Ellie Svoboda, OER Graduate Assistant, Strauss Health Sciences Library

       Natalia Vergara, Assistant Professor, Sue Anschutz-Rodgers Eye Center

       Ben Wilkoff, Instructional Designer, School of Dental Medicine

Current Campus Impact: During the Grant Cycle Period

KPIs	Results at Institution
Estimated Cost-Savings for Students (in dollars)	$169,474.31
Number courses address	42
Number of Students Reached (Enrollment)	1873
Summary of Trends and Themes Regarding Pass, DFW Rates, and Student Success	701 out of 768 passed - Boulder and Anschutz campuses did not include passing rates due to reporting timeline

Resources Created and/or Adopted
*Not all inclusive as some courses did not include resource names/links

Course Name	Number	Resource and Link
Introduction to Reporting Technologies	JRNL 2001	Be Credible, by Peter Bobkowski and Karna Younger, Media Innovation and Entrepreneurship, Edited by Michelle Ferrier & Elizabeth Mays, Tools For Podcasting, By Jill Olmsted, Writing for Electronic Media, by Brian Champagne, Kiera Farrimond and Brian Bodily
Developmental Biology	MCDB 4650	(Multiple) Virtual Lab
Greeks, Romans, Kings, and Crusaders	HIST 1011	Lysistrata, by Aristophanes Acharnians Clouds The Germany and the Agricola of Tacitus, by Tacitus Beowulf Selected stories from Boccaccio's Decameron Selected stories from Boccaccio's Decameron Western Civilizations
Introduction to Behavioral Genetics	PSYC 3102	Introduction to Psychology Boundless Psychology NIH Genetics Home Reference Khan Academy Biology

		Khan Academy Biology Test Bank
Advanced Spanish Language Skills	SPAN 3000	Latinobarometro MIT Courseware
Business Law (BCOR 2301) and Business Ethics and Social Responsibility (BCOR 2302)	BCOR 2301 and BCOR 2302	Business Ethics
First-Year Writing on Energy, Environment, and Sustainability	ENVS 1150	Lumen Learning Guide to Writing Lumen Learning Introduction to College Composition
Middle East Politics	PSCI 4242	Payind & McCimans, Keys to Understanding the Middle East.
Quantitative Methods in Fi0nce	Finance 6290	Holmes, Illowsky and Dean, Introductory Business Statistics, Rice University 2018
Family Sociology	SOCY/WGST 3700	Introduction to Sociology Learn Sociology (Sociology in Focus)
Early Intervention Strategies	ECED 6200	The Preschool Podcast Teaching is Intellectual Building the Legacy: IDEA 2004 Training Curriculum
Interactive Media II	FINE 3444	Microsoft Inclusive Design Toolkit
Learning with Social Media and Networking	INTE 5665	Teaching Crowds
Elementary Differential Equations	MATH 3200	Notes on Diffy Qs: Differential Equations for Engineers
Urban Studies & Planning	GEOG 1602	LeGates, R.T. and Stout, F. Eds. (2016). The City Reader. New York: Rutledge.
Introduction to Macroeconomics	ECON 2020	Principles of Macroeconomics, 2e, Greenlaw, Shapiro, & Taylor, Open Stax & Rice University, 2018
General Chemistry 1 & II	CHEM 1401/1411	OpenStax Chemistry 2e
Imaging and Modeling BOOTCAMP: MATLAB for Neuroscientists	ANAT 6205	3D Slicer
Nursing	NURS 6610	HMS Image Viewer - Rad Lab - Chest
Dental Medicine	DISP 7323	The Treatment of Traumatic Dental Injuries
Dental Medicine	DSSD	The Treatment of Traumatic Dental Injuries

	7712	
Physical Medicine & Rehabilitation Residency Program, Pediatric Rehabilitation Medicine Rotation	Residency Program	Radiopaedia

Highlights:

CU System - "Through the CU OER Champion Award and Credly badges awarded Open CU committee members, awardee, and awardee nominator, the CU System formally recognized participation and incentivized excellence within the Open CU community."

CU Boulder Campus - "Fifty-one educators completed the awareness program that included a workshop and submission of an OER textbook review, and nine educators completed the adoption program that included one all-day workshop, two consultations with the OER Leads, adoption of OER into a Spring 2020 course, and a portfolio. CU Boulder also met goals for student financial savings and access by impacting 536 students with course OER implementation across 14 sections, for a total estimated cost savings of $39,845."

CU Denver Auraria Campus - "OER Jumpstart Faculty awareness sessions involved 31 faculty in the following content: background and discussion on the open education ethos; copyright/creative commons information; the worth of OER in fostering quality teaching and learning; OER discovery and evaluation practice; and group sharing of challenges and discoveries. Community of practice sessions involved 12 faculty with specific plans to adopt/adapt or create OER within the grant period, or in the near future and centered around intended projects as well as future work in adopting open teaching tools and potential OER creation."

"Open Auraria event at the Library's Discovery Wall featuring 10 faculty sharing OER implementation experiences and sessions on copyright and open education, including displays and handouts, and a day-long gathering of campus students, faculty, staff, and administrators, including CU's Thinqstudio, sharing OER views and concerns with the Hewlett Foundation, a supporter of OER endeavors."

UCCS Campus - "Thirty faculty members completed the self-paced OER Pathway tutorial, in which they learned about how to identify OER resources, Creative Commons licensing, and rubrics for evaluating OER; and searched for and evaluated OER for potential use in their courses. Nine faculty members elected to adopt OER in their courses and spent the summer and fall curating those resources and redesigning their courses to be taught in the fall and spring. OER were adopted and implemented in 9 courses serving some 430 students with an overall savings of $44,000 in course materials, with some of these courses being high enrollment, high DFW rate, and high textbook cost courses."

"Kraemer Family Library has greatly expanded its [OER libguide](#) to promote, guide, and provide resources for OER at UCCS."

"Out of 304 students who responded in 8 courses that had adopted OER, 80% expressed that the quality of the OER in their courses was good to excellent. Furthermore, the reasons they enjoyed using OER were savings (30%), access (24%), content (21%), effectiveness (20%), and engagement (5%)."

CU Anschutz Medical Campus - "Thirty faculty members attended two 90-minute OER workshops that introduced concepts and practical knowledge on finding and evaluating OER, copyright and licensing issues, and instructional design tips for incorporating OER in course curricula. Twelve faculty members advanced to phase 2 of the program, where they were tasked with exploring OER availability specific to their disciplines and adopting OER in their courses when applicable or planning the development of OER resources when not available, affecting 740 students and realizing a savings of over $9,000. Faculty shared their progress through regular community-of-practice meetings leading to fruitful cross-departmental conversations as well as more in-depth understanding of OER."

"The program demonstrates that as more educators gain awareness of OER, they share the benefits with fellow educators and spread the potential for increased adoption."

"Educators were also inspired to examine the pedagogical and instructional benefits of working with OER and thinking about course materials afresh. These gains extend beyond the cost-specific focus of the metrics spreadsheet."

Challenges:

CU Boulder Campus - "One concern is the difficulty in assessing the actual contribution of Spring 2020 course OER adoptions to the decrease in DFW rates (a grant program goal). While OER adoption courses can be compared to similar courses in prior semesters, the comparison courses were in some cases taught by different instructors and we have not scrutinized how student demographics, curriculum, or other factors in addition to OER adoption may explain the small differences in pass data across the Spring 2020 and prior-semester courses."

CU Denver Auraria Campus - "Despite OER awareness being significantly heightened by this program, there is still work to be done to reach all of the campus faculty, as confirmed when recent OER promotion efforts prompted the question "What is OER?" from two faculty members. Still, a substantial number of CU Denver faculty are now embracing OER and we expect that this will help spread the enthusiasm to other faculty."

"Time was a factor often cited in delaying OER implementation, since changing resources can motivate a class overhaul. Unanticipated teaching (new course assignments), service, and professional activities can make planning a challenge."

"Faculty with the highest enrollments in their courses did not participate in these OER offerings, overall. Faculty who expressed interest in the pedagogical advantages of OER were frequently offering lower enrollment courses. Advocating more vigorously from top down would help with implementing OER into higher enrollment courses."

CU Anschutz Medical Campus - One obstacle we have encountered is the limited availability of OER resources that are specific to the Health Sciences, which prompted us to focus part of our efforts during the second year of this program on supporting the creation of OER resources, which can have positive implications not just for our campus but for the world-wide community."

"There is a paucity of health care-related OER. Our carefully curated LibGuide of OER resources was created to address this issue. However, this remains an area for improvement, and as such we have decided to focus part of our effort on the second year of the program towards promoting the creation of health sciences OER by our faculty."

"Additionally, though student savings with OER is obvious, openly licensed materials are not available for all needs. Faculty in OER training were made acutely aware of the textbook and learning material costs being one of the few controllable elements to help students. This translated to professors who could not find adequate OER materials being motivated to work with librarians to identify no cost library materials with the goal of increasing savings for students."

"Faculty have the best of intentions to implement OER. Given the time it can take to refashion a course, a stipend alone is not always sufficient motivation for the amount of work necessary. Creating varied incentives and appealing to different needs, could be helpful. Some known useful incentives include release time; ample instructional design support (including graduate student assistant support); and recognition through research, tenure, and promotion avenues. More aggressive follow-up of the faculty could potentially have made a difference, and those taking on the second year grant oversight will be informed."

Grantee Profile: Fort Lewis College

Name of Grant: Putting Students at the Center through OER

Award Amount and Level: $42,000, Institutional

Project Summary: Fort Lewis College focused on a two-pronged approach to support and expand the use of OER at Fort Lewis College.

Prong 1 - Production: FLC established three levels of monetary incentives to faculty to encourage the adoption, adaption, and creation of OER.

Prong 2 - Education: FLC used grant funds to allow key personnel to develop expertise in OER and OER Librarianship by attending conferences and seminars directed at OER.

Project Leaders: Astrid Oliver

OER Committee: Affordable Education Resources Committee:
Chair: Tyler Dunn, Open Education Librarian
Astrid Oliver, Reed Library Director
Ayla Moore, Instructional Designer, Teaching & Learning Services
Candace Nadon, Assistant Professor of English (Liberal Arts Core Committee member)
Erich McAlister, Chair & Professor of Mathematics
Braxton Bruce, student
Jacob Bollinger, student

Current Campus Impact: During the Grant Cycle Period

KPIs	Results at Institution
Estimated Cost-Savings for Students (in dollars)	$139,594
Number courses address	13
Number of Students Reached (Enrollment)	1495
Summary of Trends and Themes Regarding Pass, DFW Rates, and Student Success	1129 passed

Resources Created and/or Adopted

Course Name	Number	Resource and Link
Western Civilisation II	HIST 261	Western Civilization: A Concise History Volume 2 Western Civilization: A Concise History Volume 3
Algebra for Calculus with SAI	MATH 112	Algebra for Calulus
Algebra for Calculus	MATH 113	Algebra for Calulus
Kinesiology & Biomechanics	ES 335	Kinesiology & Biomechanics
Introduction to Philosophy	PHIL 141	Openly licensed course readings
Rhetoric and Research	COMP 150	Openly licensed course readings
Introduction to Political Science	PS 101	Openly licensed course readings
Differential Equations	MATH 327	Differential Equations
College Mathematics	MATH 105	College Mathematics
Introduction to Human Disease	BIO 140	Introduction to Human Disease
GIS Programming and Web Mapping	GEOG 315	GIS Programming & Web Mapping
Introduction to Statistics	MATH 132	Introduction to Statistics
Math for Elementary Educators	MATH 318	Openly Licensed Course readings

Highlights:

"The first round of funding not only served to fund faculty in the adoption, adaption and creation of OER, but it also raised awareness and interest outside of the concrete funding of these discrete projects. Several faculty who received funding for this round also decided to apply in the next round or recommended others to do so to build on a departmental effort to use OER in the majority of their classes. Pedagogically, funding faculty efforts at the Tier III, creation level, has allowed Fort Lewis College faculty to create courses that are more inclusive and diverse in their content and more directly focused on the needs of our student body."

"An additional major success of this program has been the institutionalizing of an AER, affordable education resources, effort. The Provost of the College has created a College Committee called the Affordable Education Resources Committee. Reed Library's new Open Education Librarian will chair the committee when it commences in Fall, 2020. Committee members include staff from Reed Library, from Teaching and Learning Services, faculty, and students. The mission of the committee is to institute a culture of OER and AER institution-wide, create a recognition system for faculty participating in OER and AER pursuits, and include OER/AER information in course descriptions for students."

"Reed Library has instituted a culture of OER among its librarians. All librarians have been trained in fundamental OER concepts and practices, and how to search for and help faculty find appropriate OER content. All have also been trained in Creative Commons licensing and attribution creation, to further faculty/librarian partnerships. Reed Library created an Open Education Librarian position to help establish a permanent OER presence in the Library and institution wide. We will continue to fund the professional development of this position to keep abreast of current trends and best practices in OER."

"Teaching and Learning Services and Reed Library also agreed on utilizing a standard Canvas template for all OER work published. This ensures a similar look and feel for all OER content produced by FLC faculty for public consumption. It took the entire creation and funding cycle to develop a streamlined process for everyone involved, and it will continue to be tweaked for improvement over the course of the next funding cycle."

Challenges:

"Major concerns we've identified include a continued misunderstanding of what constitutes "open" when sourcing content. Again and again, faculty sourced You Tube and other videos that were not openly licensed and linked to content that was not explicitly licensed for re-use. Images were also included in content that either had no identifying source information or were not Creative Commons licensed. Even though faculty were provided this information at the outset, it became clear that this is an area of confusion that needs more attention and different approaches to teaching and learning in the future."

"The OER librarian and librarian partners need to repeatedly ensure that faculty understand what OER is and what it isn't. This is an area we found particularly problematic – that faculty would try to incorporate material found on the internet as OER, not checking that the material was correctly licensed before utilizing it in their work."

"Accessibility of e-created materials proved to be a greater challenge than anticipated. The process of developing accessible content proved to be a big learning curve for many faculty, especially those at Tiers II and III whose original work is to be shared with others."

Grantee Profile: FRCC, Westminster Campus

Name of Grant: Developing Open Educational Resources for English Composition Courses

Award Amount and Level: $3,200, Small Group

Project Summary: "We spent the spring of 2019 researching and understanding OER repositories and platforms and creative commons licensing. In summer 2019, we developed OER LibGuides for ENG 121 and 122, in conjunction with our librarian. In Fall 2019, our project piloted these materials in 17 sections of ENG 121 and 122. That fall, we offered a training session for faculty interested in pursuing OER in their classes for Spring 2020. This training enabled us to increase our OER sections in Spring 2020 to 31 OER sections in our English Composition classes."

Project Leaders: Michelle Medeiros, Michelle.Medeiros@frontrange.edu, and Kelli Cole, Kelli.Cole@frontrange.edu

OER Committee: "This committee formed in Fall 2019. It did not play a role in our project, other than because of the project, Michelle Medeiros now serves on that committee."

      Jean Runyon- Larimer Campus VP, jean.runyon@frontrange.edu

      Patti Arroyo-Finance and Administration VP, patti.arroyo@frontrange.edu

      Ann Riedl- Faculty, ann.riedl@frontrange.edu

      Mandi Miller- Librarian, Mandi.miller@frontrange.edu

      Ken Monks- Faculty, ken.monks@frontrange.edu

      Marissa Bailey- English Department Chair, Marissa.bailey@frontrange.edu

      John Mandley- Faculty, john.mandley@frontrange.edu

      John Bender- Bookstore, Sales Manager, john.bender@frontrange.edu

      Alejandro Marquez- Librarian, Alejandro.marquez@frontrange.edu

      Ken Draves- Poudre River Public Library District, Deputy Director, kdraves@poudrelibraries.org

      Molly Thompson- Senior Librarian, molly.thompson@frontrange.edu

      Nicolas Pares- Part-time Faculty, Nicolas.pares@frontrange.edu

      Kae Novak- Online Learning, Learning Design and Production Coordinator, kae.novak@frontrange.edu Michelle Medeiros- Faculty, michelle.medeiros@frontrange.edu

Current Campus Impact: During the Grant Cycle Period

KPIs	Results at Institution
Estimated Cost-Savings for Students (in dollars)	$81,312.75

Number courses address	2
Number of Students Reached (Enrollment)	850
Summary of Trends and Themes Regarding Pass, DFW Rates, and Student Success	Students passed: 652 (77%) ENG 121 only small difference between OER and textbook sections (OER pass rates +4% Fall 2019, -2% Spring 2020); +1% for students of color and -5% for white students ENG 122 saw a 7% increase in pass rates in 2019-2020 (+10% in Fall 2019, +5% in Spring 2020); +6% for students of color and +8% for white students

Resources Created and/or Adopted

Course Name	Number	Resource and Link
ENG	121	https://frontrange.libguides.com/c.php?g=951294
ENG	122	https://frontrange.libguides.com/c.php?g=951299

Highlights:

LibGuides allows sustainability as well as public access to materials

"The LibGuide we created is accessible to the public and it has been shared with our colleagues. Because it "lives" within our library webpage, and we work closely with our librarians, it is easily manipulated to meet students' needs. In fact, then ENG 122 Libguide will be revised Summer 2020 to better reflect the civil and racial injustices in our society. The theme of the course is empathetic argument, and our core rhetorical texts is from Martin Luther King, but we would like to make the connection to civil protest and history more apparent. The OER grant and our creation of this LibGuide makes those changes possible."

"The faculty who used OER in Spring 2020 and who took the survey, all had overwhelmingly positive experiences."

"Anecdotally, students were relieved that they did not have to purchase a textbook for these OER sections. We did not receive negative feedback from OER students, and when

non-OER students discovered their teacher required the textbook, they said they would have preferred to take the course with an OER section."

"...we attended a meeting with Representative Neguse at FRCC's Larimer campus in Fall 2019 where we discussed this grant and our work creating the LibGuides."

Stats:

> 100% of online English composition 1 courses offered as OER
>
> 61% of face-to-face ENG 122 sections used OER
>
> 47% of face-to-face ENG 121 sections used OER

OER Committee applied for larger, college-wide OER grant (vs. focusing on smaller CDHE grant)

Other courses and campuses adapting OER for example: "within our department, several sections of LIT 115, another high enrollment course, moved to OER. Our JOU 105 is also adopting OER in Fall 2020."

"We have also come to realize that using a textbook limits classroom innovation. As we have worked on creating our in-house materials, we had the opportunity to reflect on what materials best serves students' learning needs."

"Our project also provides adjunct professors more freedom and time to prepare their materials, which directly improves students' learning experiences."

> "Another lesson we learned from researching OER was the impact adopting OER could have on our adjunct workforce. For instance, if all Colorado colleges adopted OER for English composition classes, adjunct faculty would not have to prepare different English courses for different colleges. This directly impacts their livelihood and our students' potential for success."

"Both ENG 122 and ENG 121 saw an increase in student success in FALL 2019. The pass rates were higher in both courses. In Spring 2020, ENG 122 students saw an important increase in student pass rates, particularly in earning an A/B grade. We know the higher the grade the student receives, the more likely that student will persist. The OER ENG 122 sections had ten percentage point rates above the textbook OER. Our internal researcher said this was statistically significant and should be seen as a real win for student success.

> This data will help us push the other ENG 122 sections to OER in the fall, and the chair of our department has agreed to support this mission."

"In essence, OER has created huge change that we could not have imagined, and we hope it will lead to greater student access, success, and retention."

Challenges:

"We had a meeting scheduled with our disabilities coordinator; however, her position was vacated in the fall semester. We found a new contact to help us with our LibGuides, and this is a part of our next steps in revising our material."

> "We have more work do to with revising our LibGuides with our disability services team. We have consulted with them as we created the guides, but we feel more collaboration is needed."

"Our part time faculty have mixed reactions to moving to OER, and we need to listen and honor their concerns. For some, this might mean further education to understanding why OER benefits students and faculty. We offered a training for those who were interested in fall 2019. We had five part time faculty attend the training and then implement OER in Spring 2020. Based on their feedback, we learned that they would like to see more training in copyright issues. Overall, their experience was wholly positive, and they do not plan on returning to the textbook."

"One lesson we learned was that we wish that we had the opportunity to attend the OER conference before we wrote the grant to know what we needed to ask for, and how to best implement our goals. It was such an insightful learning experience that reshaped our work."

> "This was the first time either of us was a PI on a grant. The work on OER itself was exciting and energizing, but the monetary side of the grant process was difficult. It was time consuming to know where we were with the budget, how to file paperwork with our grant office, and how to get paid. We did learn, after creating the first progress report, to save some money for the creation of the final report. The monetary allocation process of the grant became almost prohibitive to applying for a second grant cycle, and we were relieved when the institution chose to carry the project forward with their own grant application. We are not sure if we needed more training from our own institution, or if the grant program could have offered this to us before we started."

"While we are very positive about the way OER can reshape institutions and increase student success, we did not realize the faculty pushback we would receive on implementing OER. Not all faculty understand or choose to implement OER in their classes. While some have legitimate concerns about quality of OER texts, this argument does not apply to the English discipline. Change for some is hard and scary, and we recognize that they may need more time. We are uncertain with how to maintain academic freedom while still doing what is right and good for our students. This is our biggest future obstacle. We will continue to track our pass and retention rates to help make the cause clearer."

Grantee Profile:

Name of Grant: "Open Mines: Deploying Open Educational Resources (OER) Development at Colorado School of Mines

Award Amount and Level: $30,000, Institutional

Project Summary: "The Colorado School of Mines' OER Steering Committee developed a four-phase plan to develop a successful and impactful OER program at Mines to raise awareness, unite campus commitments, deliver educational resources, and incentivize individual faculty members. This project includes an internal grant program to incentivize faculty to adopt, adapt, or create OER that are high quality, accessible, sustainable, and can be integrated into the existing or newly developed courses."

Project Leaders: Carol Smith, Emily Bongiovanni, Ye Li

OER Committee:
> Emily Bongiovanni (Chair), Scholarly Communications Librarian
> Carol Smith, University Librarian
> Sam Spiegel, Director, Trefny Innovative Instruction Center
> Allyce Horan, Director, Mines Writing Center
> Paula Farca, Faculty Senate Representative
> Gauen Rhys Alexander, Doctoral Student; President, Graduate Student Government
> Sarena Nguyen, Erick Gomez, Torin Johnson, Undergraduate Students; For OER Adoption at Mines (FOAM)
> Christopher Thiry, Maps & GIS Librarian, Arthur Lakes Library; OER Campus Ambassador
> Ana Lopez, Online Learning Experience Designer; OER Campus Ambassador
> Brianna Buljung, Teaching & Learning Librarian
> Anna Seiffert, Collections Management Librarian

Current Campus Impact: During the Grant Cycle Period

KPIs	Results at Institution
Estimated Cost-Savings for Students (in dollars)	$135,039.71
Number courses address	n/a
Number of Students Reached (Enrollment)	n/a
Summary of Trends and Themes Regarding Pass, DFW Rates, and Student Success	n/a

Resources Created and/or Adopted

Course Name	Number	Resource and Link
n/a	n/a	n/a

Highlights:

"The grant program received an additional $10,500 from other campus units and was able to fund 11 projects. The additional funding allowed the OER Steering Committee to support projects that did not have direct cost savings for enrolled students, but will create unique OER or will enhance existing OER already used in courses."

OER Champion Course:
https://lor.instructure.com/resources/487e0f4108274ddd963e04421cad35ec?shared

Arthur Lakes Library OER libguide: https://libguides.mines.edu/oer

Bongiovanni, E., & Buljung, B. (2020). Open Mines: Launching a Mini-Grant Program to Incentivize Open Educational Resource Development for STEM Disciplines. Paper presentation for the American Society for Engineering Education 2020 Virtual Annual Conference & Exposition, June 25, 2020. https://peer.asee.org/35010

    Recorded presentation for conference paper

Challenges:

"There were fewer targeted training sessions than planned because of the unfunded Term OER Librarian position"

> "The significant number of OER creation applications the Committee received demonstrates a need for OER creation on campus, however these creation projects require more support for development and dissemination. The unfunded Term OER Librarian position became a bigger obstacle than expected. While the Mines OER Steering Committee was happy to receive additional funding from campus units, it resulted in supporting more time-intensive projects without the proper personnel."

"Attempted to create and charge OER Steering Committee working groups to focus on specific elements of OER creation and dissemination, however the Scholarly Communications Librarian absorbed these responsibilities."

"A mini-grant program within an institutional-level grant did not allow for much timeline flexibility. Extensions for the grantees caused delays in compliance with the institution's state-funded grant timeline. The 16-month timeline was challenging to fully develop and deliver a grant program, which included establishing an OER Steering Committee, developing a call for proposals, reviewing applications, supporting awardees, reviewing resources, assisting with accessibility, and disseminating materials. The Mines OER Committee agreed it was necessary to push up the timeline for the 2020-2021 grant cycle, allowing for some flexibility between the mini-grant deadlines and the institutional-level deadlines."

Grantee Profile: Colorado School of Mines, The Writing Center

Name of Grant: Supporting STEM Students with OERs: Creating an Online Technical Communication Center

Award Amount and Level: $4,999.99, Small Group

Project Summary: "The Colorado School of Mines Writing Center is a pillar of support for technical communication across campus. Our growing population is becoming more diverse with non-traditional students, distance learners, and first-generation students. As a result, part of our initiative is to provide a wider variety of resources for both faculty and students, providing them with a cost-effective method to improve their communication skills. To meet this goal, the Writing Center has created The Online Technical Communication Center (OTCC) to house OERs tailored to STEM communication. OERs provide financially accessible resources that can supplement expensive pedagogical options that students are often required or encouraged to use, including supplementary books, private tutors, or additional courses. In addition, creating OERs allows faculty to more effectively supplement their coursework with online activities and videos which can be freely tailored to meet course goals. Overall, The OTCC provides resources that are not only relevant to Mines but to peer institutions nationwide and internationally."

Project Leaders: Allyce Horan, Director of the Writing Center

OER Committee:
> Emily Bongiovanni, Scholarly Communications Librarian
> Carol Smith, Arthur Lakes Library University Librarian
> Sam Spiegel, Director of the Trefny Innovative Instruction Center
> Gauen Alexander, President of the Graduate Student Government
> Christopher Thiry, Maps & GIS Librarian and OER Campus Ambassador
> Ana Lopez, Online Learning Experience Designer & OER Campus Ambassador
> Brianna Buljung, Teaching & Learning Librarian
> Paula Farca, Faculty Senate Representative
> Allyce Horan, Director of the Writing Center
> Sarena Nguyen, Undergraduate Student Representative & For OER Adoption at Mines (FOAM)
> Eric Gomez, Undergraduate Student Representative & For OER Adoption at Mines (FOAM)
> Torin Johnson, Undergraduate Student Representative & For OER Adoption at Mines (FOAM)

Current Campus Impact: During the Grant Cycle Period

KPIs	Results at Institution

Estimated Cost-Savings for Students (in dollars)	Metrics not applicable for Writing Center project
Number courses address	n/a
Number of Students Reached (Enrollment)	n/a
Summary of Trends and Themes Regarding Pass, DFW Rates, and Student Success	n/a

Resources Created and/or Adopted

Course Name	Number	Resource and Link
n/a	n/a	n/a

Highlights:

"We have created the OTCC website, Canvas site, and currently have 23 different OERs. Completion of such a wide variety of OERs has given the OTCC a strong foundation and supplemented educational materials in high enrollment courses on our campus. We have continued to work with the Mines OER Steering Committee and the Trefny Innovative Instruction Center to make sure that our OERs are accessible not only on our new website but also on Canvas, thereby encouraging faculty to easily adopt or adapt our OERs for multiple courses."

"Writing center director, Allyce Horan, presented at the Mines OER Summit in February 2020. This presentation served to not only discuss the successes and challenges associated with creating our new online resource, but also publicize the site to interested faculty. We received several questions and expressions of interest for our project which was in the final development stages at the time."

Challenges:

"With the ongoing Covid-19 pandemic and our campus's need to offer remote support and courses, the creation of the site was timely. It is important to note that the amount of time it took to create the infrastructure necessary for our new website and Canvas site resulted in a delayed timeline. For example, there were several steps that had to be taken before a new URL was created and approved by the Mines Office of Communications & Marketing. Furthermore, the time it took to design an accessible and engaging website took several more months than we originally planned. Due to the complexity associated with creating a new website, we now have a clear system in place for making updates in the future. We also have a dedicated full-time employee in the Writing Center who will be able to consistently modify the website as needed."

"The discrepancy in time it took each of our graduate students to create OERs compared to the Writing Center's professional consultants was challenging. This was compounded by how difficult it was to hire students in the summer, meaning we needed to hire, onboard, and create OERs during the academic year. To address this challenge, we have created a project flow handout for graduate students and will implement weekly check-ins as opposed to our previous bi-weekly ones, allowing our professional consultants time to review their work and provide opportunities for feedback and questions. This will allow us to make even more detailed timelines, create clearer expectations, and improve the confidence of our graduate student hires."

Grantee Profile: Metropolitan State University of Denver

Name of Grant: Running the Open Road: Open Roadrunners Program

Award Amount and Level: $60,000, Institutional

Project Summary: "The 18/19 OER grant funding supported faculty incentives in three categories related to OER awareness and adoption. A total of 70 faculty attended open textbook review workshops and earned $200 after writing a review of an open textbook. We held four semester-long faculty learning communities (FLCs) with a total of 31 faculty participants who received $500 stipends. Finally, we offered three rounds of OER adoption stipends. Three faculty earned $500 in our Summer 2019 pilot phase, 27 faculty received $750 OER adoption awards in Fall 2019, and another 21 received $750 awards in Spring 2020. These efforts resulted in 2,335 students taking grant-supported OER courses in Summer 2019-Spring 2020, saving up to $284,500 dollars, and several thousand more students are anticipated to be impacted in Summer 2020-Spring 2021."

Project Leaders: Emily Ragan, Matt Griswold, Karen Meyer

OER Committee:
Emily Ragan, eragan@msudenver.edu, College of Letters, Arts & Sciences Faculty and OER Coordinator;
Matt Griswold, mgriswo2@msudenver.edu, Associate Vice President of Online Learning;
Karen Meyer, kmeyer29@msudenver.edu, Staff Support, Academic Affairs Project Manager;
Letitia Pleis, lpleis@msudenver.edu, College of Business Faculty;
Darcy Vigneault Beery, dbeery@msudenver.edu, College of Professional Studies Faculty;
Andrew Bonham, abonham@msudenver.edu, College of Letters, Arts & Sciences & Council of Chairs Representative;
Meredith Jeffers, mjeffer8@msudenver.edu, College of Letters, Arts & Sciences & Faculty Senate Representative;
Braedan Weart, bweart@msudenver.edu, President Student Government Association;
Gabe Christie, gchris11@msudenver.edu, Instructional Accessibility Manager; and
Ellen Metter, ellen.metter@ucdenver.edu, Auraria Library, Research Support Librarian

Current Campus Impact: During the Grant Cycle Period

KPIs	Results at Institution
Estimated Cost-Savings for Students (in dollars)	$284,495.60
Number courses address	40
Number of Students Reached (Enrollment)	2,335
Summary of Trends and Themes Regarding Pass, DFW Rates, and Student Success	1,827 passed

Resources Created and/or Adopted

Course Name	Number	Resource	Resource Link
Public Speaking	CAS 1010	Stand up, Speak out: The Practice and Ethics of Public Speaking, University of Minnesota Press, ISBN 13: 9781946135254	https://open.umn.edu/opentextbooks/textbooks/stand-up-speak-out-the-practice-and-ethics-of-public-speaking
Introductory Psychology	PSY 1001	OpenStax Psychology	https://openstax.org/details/books/psychology-2e
Diversity & Communication in the US	CAS 3760	Leading with Cultural Intelligence	https://open.umn.edu/opentextbooks/textbooks/leading-with-cultural-intelligence
Leadership Communication	CAS 3110	Leading with Cultural Intelligence - Mai Moua, Leadership Paradigms, Inc Pub Date: 2012 ISBN 13: 9781453332894 Publisher: Saylor Foundation	https://saylordotorg.github.io/text_leading-with-cultural-intelligence/
Communication Ethics	CAS 4301	Ethics Unwrapped	https://ethicsunwrapped.utexas.edu
General Chemistry I	CHE 1800	OpenStax Chemistry: Atoms First 2e	https://openstax.org/details/books/chemistry-atoms-first-2e
General Chemistry II	CHE 1810	OpenStax Chemistry: Atoms First 2e	https://openstax.org/details/books/chemistry-atoms-first-2e

General Chemistry II	CHE 1810	OpenStax Chemistry: Atoms First 2e	https://openstax.org/details/books/chemistry-atoms-first-2e
Intro to Organic and Biochemistry Lab	CHE 2150	Old manual sold under ISBN 9780850108347. New manual being provided as .docx and .pdf electronic files.	Lab manual will be finalized in Fall 2020 and put in the Auraria repository at the end of December 2020
Organic Chemistry I	CHE 3100	LibreTexts book	https://chem.libretexts.org/Bookshelves/Organic_Chemistry/Map%3A_Organic_Chemistry_(Bruice)
Organic Chemistry II	CHE 3110	LibreTexts book	https://chem.libretexts.org/Bookshelves/Organic_Chemistry/Map%3A_Organic_Chemistry_(Bruice)
World Regional Geography	GEG 1000	ISBN 13: 1077115032	https://open.umn.edu/opentextbooks/textbooks/world-regional-geography
World Regional Geography	GEG 1000	World Regional Geography by Caitlin Finlayson	http://caitiefinlayson.com/worldregional/
Public Relations Planning, Research and Measurement	JMP 3740	Public Relations Research: The Key to Strategy (add'l resources in spreadsheet)	https://saylordotorg.github.io/text_mastering-public-relations/s09-public-relations-research-the-.html
Introduction to Ethics	PHI 1030	British Library webpages (Creative Commons License)	https://zetesiszero.blogspot.com/p/introduction-to-ethics.html
Introduction to Ethics	PHI 1030	Free online translations of Aristotle, Blaise Pascal, and early Buddhist texts	http://classics.mit.edu/Aristotle/nicomachaen.html
Thinking Like a Psychologist	PSY 4330	Jhangiani, R. S., et al. (2019). Research Methods in Psychology (4th Edition). Kwantlen Polytechnic University.	https://kpu.pressbooks.pub/psychmethods4e/
Introduction to Africana Studies	AAS 1010	Topics in Africana Studies, Jacquelyn Benton, First Edition	Uploading to the Auraria Repository as soon as final revisions are made
Neurobiology	BIO 4300	Betts, J. Gordon, Peter DeSaix, Eddie Johnson, Jody E. Johnson, Oksana Korol,	https://openstax.org/details/books/anatomy-and-physiology

		Dean H. Kruse, Brandon Poe, James A. Wise, Mark Womble, and Kelly A. Young. 2017. Anatomy and physiology. (add'l resources in spreadsheet)	
Communication Theory	CAS 2301	Videos were created for the course	Working to upload videos to Auraria repository, will be available at http://digital.auraria.edu/air
Team and Group Communication	CAS 2710	Problem Solving in Teams and Groups, Cameron W Piercy, University of Kansas Libraries.	https://open.umn.edu/opentextbooks/textbooks/problem-solving-in-teams-and-groups
Advanced Public Speaking	CAS 3910	Stand Up Speak Out	https://www.oercommons.org/courses/exploring-public-speaking/view
Principles of Chemistry	CHE 1100	Introductory Chemistry	https://chem.libretexts.org/Bookshelves/Introductory_Chemistry/Map%3A_Introductory_Chemistry_(Tro)
Physical Chemistry Lab II	CHE 3290	These resources will be published at the end of Fall 2020 in the Auraria Library repository.	Lab exercises will be finalized in Fall 2020 and put in the Auraria repository at the end of December 2020
Advanced Programming Seminar	CIS 4160	Python for Everybody: Exploring Data Using Python 3 Charles Severance, University of Michigan Pub Date: 2016 ISBN 13: 9781530051120	https://open.umn.edu/opentextbooks/textbooks/python-for-everybody-exploring-data-using-python-3
Computer Science II	CS 2050	Introduction to Programming Using Java, David J. Eck, Eighth Edition, 2015	https://open.umn.edu/opentextbooks/textbooks/introduction-to-programming-using-java-seventh-edition
Educational Foundations in Psychology and Philosophy	EDS 3130	Seifert & Sutton. (2009). Educational psychology.	https://open.umn.edu/opentextbooks/textbooks/educational-psychology
Instructional Design Thinking	EDT 2050	Crosslin, Matt, et al. Creating Online Learning	https://uta.pressbooks.pub/onlinelearning/

		Experiences: a Brief Guide to Online Courses, from Small and Private to Massive and Open, 2018. . Published under license CC BY-NC 4.0 (add'l resources in spreadsheet)	
Instructional MultiMedia	EDT 3060	10+ instructional media videos.	Working to upload videos to Auraria repository, will be available at http://digital.auraria.edu/air
Introduction to human geography	GEG 1300	Introduction to Human Geography by Adam R. Dastrup Introduction to Human Geography by Steven Graves:	https://sites.google.com/site/gravesgeography/home
Multicultural America	HIS 1150	U.S. History, various authors	https://openstax.org/details/book/us-history
Human Resources in Hospitality	HTE 3550	Human Resources Management , Libraries Publishing Edition, 2016	https://open.umn.edu/opentextbooks/textbooks/human-resource-management
Design Aesthetics	IND 290D	Graphic Design and Print Production Fundamentals	https://open.umn.edu/opentextbooks/textbooks/graphic-design-and-print-production-fundamentals
Concept and Port. Development	IND 4540	Graphic Design and Print Production Fundamentals	https://open.umn.edu/opentextbooks/textbooks/graphic-design-and-print-production-fundamentals
Elementary Italian I	ITA 1010	Welcome to Italian 101	https://www.merlot.org/merlot/viewMaterial.htm?id=1379136
Manufacturing Processes	MET 1010	Manufacturing Processes - LamNgeun Virasak	https://open.umn.edu/opentextbooks/textbooks/manufacturing-processes-4-5
Mathematics for Liberal Arts	MTH 1080	Math in Society by David Lippman, Editions 2.4 or 2.5. Creative Commons Attribution-Share Alike 3.0 United States License.	http://www.opentextbookstore.com/mathinsociety/
College Algebra for	MTH 1110	College Algebra, Carl Stitz,	https://www.stitz-zeager.com/

Calculus		Ph.D., Jeff Zeager, Ph.D.	
Calculus III	MTH 2420	APEX Calculus III V4 Extended Version for MSU Denver Spring 2020	https://github.com/APEXCalculus/APEXCalculusV4
Partial Differential Equations	MTH 3440	Elementary Differential Equations with Boundary Value Problems, Free Edition 1.01 by William F. Trench	http://digitalcommons.trinity.edu/mono/9
Advanced Human Nutrition	NUT 490A	Kansas State University Human Nutrition (FNDH 400) Flexbook by Brian Lindshield (2018) Kansas State University Libraries, New Prairie Press	https://newprairiepress.org/ebooks/19/
History of Modern Philosophy	PHI 3020	Réné Descartes, The Method, Meditations and Philosophy of Descartes (add'l resources in spreadsheet)	https://oll.libertyfund.org/titles/descartes-the-method-meditations-and-philosophy-of-descartes
Philosophy of Law	PHI 3430	(This is in process.)	The translations still need to be refined before they can be published anywhere.

Highlights:

"We had 70 faculty complete open textbook reviews (Table 1), 31 faculty completed OER FLCs (Table 2), and we gave 51 faculty OER adoption stipends for adoption of OER in a course (Table 3). A total of 105 unique faculty were impacted by one or more of these OER incentives. Of the 51 faculty who received adoption stipends, OER was adopted by 38 of those faculty by Spring 2020 and the remaining 13 will use OER in the coming year (Su 20 - Sp21). There were 54 grant-supported unique faculty/course section combinations taught using OER during the reporting period. Of those, 53 will continue use of OER in future sections of the course, and in several cases additional faculty in the same department are also adopting the OER."

"Out of 49 unique OER courses taught in Summer 2019 through Spring 2020, 22 meet at least one General Studies (GS) description and 14 are Guaranteed Transfer (GT) (Table 4). Of these 49 courses, 29 have 100+ students across all sections and five have 1,000+ students across all sections."

"At MSU Denver, faculty using OER have expanded in number from just seven faculty before we received grant funding (fall 2018) to at least 54 faculty by spring 2020. An

additional 15 faculty supported by stipends from this grant are planning to implement OER in courses starting in summer or fall 2020. We have increased the numbers of students using OER in courses from under 393 in 2017/18 to 3469 in Su19-Sp20. Those students saved up to $285,000 from grant-supported OER courses, and up to $120,000 in non-grant supported OER courses, for up to $405,000 in total student savings for all OER courses in Su19-Sp20."

"We are in the pilot phase of our course-marking initiative, where no-cost for materials courses are noted in the attributes section of fall courses in Banner and the course schedules. We have 111 courses for Fall 2020 flagged as no-cost for materials."

In October 2018 we distributed faculty survey to access a baseline OER level of awareness before any grant initiatives began. We received 330 responses out of a total pool of 558 full-time faculty members and 938 affiliate faculty members. We noted the need for increased promotion of OER at MSU Denver, as 68% of faculty surveyed were unaware of OER or somewhat aware, but not sure how OER could be used. In Fall 2019 we gave the same survey and received a similar number of responses (293). We found that the percentage of faculty unaware through somewhat aware of OER decreased to 55%, while the number of faculty reporting as "very aware" increased from 7.9% to 16.7%, indicating success of our outreach efforts over the past year (see Appendix 2). Of the faculty not using OER, 25% indicated that lack of OER awareness was the reason why. Through the survey, we invited faculty interested in learning more about OER to share their contact information, which yielded names of 28 faculty from 20 different departments. We invited these faculty to Open Textbook Review workshops and continue to follow up to nurture their interest. We will give another faculty survey in fall 2020 to further track shifting OER awareness among faculty at MSU Denver."

Challenges:

"Tracking OER efforts is incredibly complicated and time consuming. We are developing an Access database to help us with these efforts."

"Faculty who are developing OER may need additional time before they are ready to share their created resources with the world. Newly developed resources may need to be edited, refined, etc."

<p align="center">**Grantee Profile: Pueblo Community College**</p>

Name of Grant: Pueblo Community College Open Educational Resources (OER) Project

Award Amount and Level: $25,000, Institutional

Project Summary: "The PCC OER Project has facilitated the creation/adoption of OER materials in 12 courses, potentially saving PCC students $74,847.86 each semester. These courses range from Communication courses to Accounting courses. The project also implemented an OER committee that consist[s] of representatives from faculty and staff from around the campus.

Many more OER projects are in progress but were placed on hold d[ue] to the sudden switch to online, distance learning this spring. Those areas that had already start[ed] using OER materials found the transition to remote learning easy and used this opportunity to fine tune materials. Many projects that were close to finished needed to be moved to the second cycle of the grant, while other 2nd cycle projects were completed for this cycle."

Project Leaders: Jeffrey Kenney

OER Committee: Most committees are on hold for the summer/fall 2020 due to enrollment and budget concerns.

    Jeffrey Kenney, AEA, Jeffrey.kenney@pueblocc.edu

    Colleen Boyle, Eng Faculty, Colleen.Boyle@pueblocc.edu

    Matthew Sterner-Neely, ENG Faculty, Matthew.Sterner-neely@pueblocc.edu

    Nancy Scofield, Instructional Designer, Nancy.Scofield@pueblocc.edu

Current Campus Impact: During the Grant Cycle Period

KPIs	Results at Institution
Estimated Cost-Savings for Students (in dollars)	$74,531.86
Number courses address	10
Number of Students Reached (Enrollment)	605
Summary of Trends and Themes Regarding Pass, DFW Rates, and Student Success	505 passed; "There are no significant differences in the DFW rates prior to OER material utilization in the courses now using OER materials. Assessment of student learning for Spring 2020 is still being tabulated."

Resources Created and/or Adopted

Course Name	Number	Resource and Link
Introduction to ECE Lab Techniques	ECE 102	Observation and Assessment in Early Childhood Education
Psychology of Death and Dying	PSY 227	On Death and Dying
Literature of Women	LIT 246	Writing the Nation; English Literature: Victorians and Moderns; Becoming America
Logic	PHI 113	Introduction to Logic and Critical Thinking by Matthew Van Cleave
Career Communication	COM 105	Business Communication Skills for Ma0ger
Interpersonal Communication	COM 125	Interpersonal Communications Textbook
American Government	POS 111	American Government
Accounting Principles I	ACC 121	Principles of Accounting
Accounting Principles II	ACC 122	Principles of Accounting
Tech Writing	ENG 131	Open Technical Communication

Highlights:

"The courses using OER are courses that have the highest enrollments on campus and on line. They also tend to have high textbook cost, with the exception of ECE 103 which utilized outdated print materials."

"The greatest successes are from the level of passion individual faculty, staff and instructors have once OER material has been located or created. Faculty and instructors are taking pride in the OER materials they have found. This pride resonates with the students."

Challenges:

"While many OER textbook have already been created for the most popular course areas, faculty and instructors are sometimes hesitant to make textbook choices for large courses. When a part time instructor wanted to look for OER material for a course that multiple faculty and instructors teach, she was concerned about forcing the other teachers to use what she found. The OER committee will need to work to gain more by-in form full time faculty and department chairs."

Grantee Profile: Pikes Peak Community College

Name of Grant: Pikes Peak Community College OER Initiative

Award Amount and Level: $40,000, Institutional

Project Summary: "To replace costly textbooks/materials with low-cost OER textbooks/materials in high-enrollment, high-impact courses while also ensuring that textbooks/materials are adapted into accessible formats that will benefit all students. These accessible formats allow for all students to benefit from the shift to OER, as the materials function correctly with assistive technology and software such as screen readers."

Project Leaders: Marc Nash

OER Committee: *Implementation Committee*: Marc Nash, OER Specialist/Coordinator; Dr. Josh Baker, Vice President of Instruction; Dr. Kristin Watkins, Director of Grants; Jacquelyn Gaiters-Jordan, Dean of Academic Resources; Fran Hetrick, Dean of Communications, Humanities, and Technical Studies; Rob Hudson, Dean of Business, Public Service, and Social Science; Kris Johnson, Dean of Health and Sciences; Joe Southcott, Dean of Math and English.. *PPCC Institutional Committee Current Members* (Full Formation September 2019): Marc Nash (Chair), Emily Forand (Faculty), Amy Filipiak (Faculty), Sarah McMahon (Faculty).

Current Campus Impact: During the Grant Cycle Period

KPIs	Results at Institution
Estimated Cost-Savings for Students (in dollars)	$1,908,615
Number courses address	14
Number of Students Reached (Enrollment)	13,603
Summary of Trends and Themes Regarding Pass, DFW Rates, and Student Success	OER courses showed same or increased student performance compared to non-OER courses

Resources Created and/or Adopted

Course Name	Number	Resource and Link
Physical Anthropology	ANT 111	ANT 111 OER Packet
Science of Biology w/Lab	BIO 105	BIO 105 OER Packet
Studio 121	CCR 094	CCR 094 OER Packet
Public Speaking I	COM 115	COM 115 OER Packet
Interpersonal Communication	COM 125	COM 125 OER Packet
Principles of Macroeconomics	ECO 201	ECON 201 OER Packet
Principles of Microeconomics	ECO 202	ECON 202 OER Packet
English Composition I	ENG 121	ENG 121 OER Packet
English Composition II	ENG 122	ENG 122 OER Packet
World Regional Geography	GEO 105	GEO 105 OER Packet
Human Geography	GEO 106	GEO 106 OER Packet
Early Civilization	HUM 121	HUM 121 OER Packet
General Psychology I	PSY 101	PSY 101 OER Packet
General Psychology II	PSY 102	PSY 102 OER Packet

Highlights:

"Faculty were overall happy with the conversion to OER, students through evaluations remarked on the helpfulness of having low-cost or zero-cost OER available to them."

"The project saved students $1.9 Million Dollars alone in textbook costs during Academic Year 2019, not including other Non-Grant related OER Projects that took place."

"Saving Students approximately $2.3 Million Dollars in textbook costs between Grant and Non-Grant funded OER during AY 2019."

"Significant press also occurred due to the OER Project at PPCC, and helped demonstrate PPCC's commitment to providing an affordable and high-quality education to students."

"The OER Project showed that OER either had the same academic performance as costly publisher materials, or that students had increased academic performance. Furthermore, surveys done via the course evaluation software showed many comments on student satisfaction at having OER available for their courses."

PPCC Libguide: https://libguides.ppcc.edu/OER

Challenges:

"More expertise is needed at the state level to ensure support for smaller schools."

"Transitioning to OER requires significant investment of OER Expert(s) and Faculty."

"Continued Maintenance of OER requires a solution, as faculty will be seeking compensation for their time and energy."

<div align="center">**Grantee Profile: Red Rocks Community College**</div>

Name of Grant: Red Rocks Community College OER Pathway

Award Amount and Level: $30,000, Institutional

Project Summary: "The OER pathway at RRCC will provide students a cost-effective alternative to traditional textbooks. The project enables RRCC students to opt into an OER pathway to complete and AS or AA degree with 75% of the courses using OER material at zero-cost."

Project Leaders: Nicole Lacroix

OER Committee:
Karen Neville, Library Director   Karen.Neville@rrcc.edu
Mike Coste, Dean of Instruction   Mike.coste@rrcc.edu
John Johnson, Director Inst. Technology   Jon.johnson@rrcc.edu
Brenda Forland, Math Faculty   Brenda.Forland@rrcc.edu
Martha Stevens, Math Faculty   Martha.stevens@rrcc.edu
Brandon English, Chemistry Faculty   Brandon.English@rrcc.edu
Brian Yates, Spanish Faculty   Brian.yates@rrcc.edu
Jenning Prevatte, Education Faculty   Jenning.Prevatte@rrcc.edu
Meredith Hibit, Spanish Faculty   Meredith.Hibit@rrcc.edu
Amy Buckingham, Psychology Faculty Amy.Buckingham@rrcc.edu
Paul Le, Biology Faculty   Paul.le@rrcc.edu
Sandra Sajbel, English Faculty   Sandra.Sajbel@rrcc.edu

Current Campus Impact: During the Grant Cycle Period

KPIs	Results at Institution
Estimated Cost-Savings for Students (in dollars)	$343,550
Number courses address	15
Number of Students Reached (Enrollment)	2387
Summary of Trends and Themes Regarding Pass, DFW Rates, and Student Success	MAT050: "Fall 16-Spring 18 course completion rates are consistently around 52%. Fall 18 – Fall19 increases from 58% - 71%." ; DFW consistent or decreased across all OER classes

Resources Created and/or Adopted

Course Name	Number	Resource and Link
Quantitiative Literacy	MAT 50	n/a
Algebraic Literacy	MAT 55	n/a
Calculus I	MAT 201	n/a
Calculus II	MAT 202	n/a
Organic Chem I w/lab	CHE 211	n/a
Calculus based Physics	PHY 211	n/a
Science of Biology	BIO 105	n/a
Basic Anatomy and Physiology	BIO 106	n/a
Genetics	BIO 224	n/a
General Psychology I	PSY 101	Big Time Spanish
Spanish Language III	SPA 211	Big Time Spanish
Spanish Language IV	SPA 212	n/a
Curriculum Methods and Techniques	ECE 220	n/a

Women in World History	HIS 205	n/a
20th Century World History	HIS 247	n/a

Highlights:

"Focus of project is to design OER pathways including courses from all GT categories working toward a zero degree. In addition, the entire math department collaborates on moving all the courses to OER and is collaborating with other metro colleges in the programing of WebWorK. The OER committee is made up of faculty, librarians, and instructional designers. Also, faculty from other metro colleges have reached out to our psychology department for OER resources. Continued OER work from this cohort will focus on involving more faculty to expand across multiple courses and sections to adopt material created for this grant participation."

"Expanded interest to recruit a new group of participants for OERII."

OER Libguide: https://rrcc.libguides.com/oer

Challenges:

"Improve the focus and direction of the OER committee"

"Improve communication among participants and provide more opportunities to collaborate"

"Improve professional development around outcomes and assessment"

"Internally, the grant administration and monitoring was a serious challenge. As such, we developed a new process for monthly reporting."

Grantee Profile: Trinidad State Junior College

Name of Grant: Trinidad State Junior College OER Review Project

Award Amount and Level: $4,500, Conference Funds

Project Summary: "The project focused on inviting faculty to review existing OER materials, to determine what could be adopted as is, and what would need to be adapted for use at TSJC across both college campuses (in Trinidad and in Alamosa). We also sent seven faculty members to the OER conference on May 31, and 2 faculty members to the OER ambassadors training on May 30. Initially, 10 faculty and adjunct instructors agreed to participate in the OER conference and the review process. 5 faculty and 2 adjunct instructors attended the OER conference; 1 faculty member and 1 adjunct attended the OER ambassadors training on May 30. Once we returned from the project, I had a commitment from all 7 attendees to participate in textbook review. 4 participants in the conference completed textbook reviews, and two faculty members that did not attend the conference completed textbook reviews for me as well. Other faculty that had expressed interest and commitment to the project did not follow through and did not respond to follow up. In total, we completed reviews of 8 texts; the initial goal was to complete a total of 20 textbook reviews. The budget was adjusted to increase incentive, from $100 a book, to $200 a book. Still, many who committed did not follow through. Out of the 8 texts reviewed, 1 was adopted for instruction in the summer 2019 and spring 2020 semester, and 2 will be adopted for future semesters. As the purpose of our project was simply to review materials, we do not have much cost saving data (as you will see in the Metrics report)."

Project Leaders: Jean Alger

OER Committee: "A committee was not formed. While the interest in the grant was extensive at first, the majority of the people who were interested did not follow through or continue to express interest after the grant was awarded. The participants for Jean Alger's grant, for the most part, were not interested in participating beyond the original project of reviewing existing materials and implementing those materials, in some cases, into their courses. Jocelyn King and Linda Rowley participated in the next round of grant submissions and received an award for the 2020/2021 cycle."

Current Campus Impact: During the Grant Cycle Period

KPIs	Results at Institution
Estimated Cost-Savings for Students (in dollars)	$3,509.74
Number courses address	12
Number of Students Reached (Enrollment)	45
Summary of Trends and Themes Regarding Pass, DFW Rates, and Student Success	"Courses addressed" includes faculty who reviewed OER materials that could be incorporated into traditional course; only one course completely implemented OER. Grantee included insight into how expansion of OER could impact TSJC.

Resources Created and/or Adopted

Course Name	Number	Resource and Link
Interpersonal Communications	COM 125	Communication in the Real World: An Introduction to Communication Studies
English Composition 1	ENG 121	Bad Ideas About Writing "How to Win Papers and Influence Professors: Creating Positive First Impressions through Effective Titles" "How to Write an Engaging Introduction" "Write with Clarity" "Incorporating Evidence into a Research Paper" "How to Write a Compelling Conclusion"
Anatomy and Physiology for Massage Therapy	MST 106	Anatomy and Physiology: OpenStax
Introduction to Business	BUS 115	Introduction to Business from Lumen Learning
Introduction to Ergonomics	OSH 226	Production Ergonomics: Designing Work Systems to Support Optimal Human Performance Health and Safety in Canadian Workplaces
Organizational Psychology	PSY 268	Organizational Behavior

Highlights:

"FACULTY 1 was able to gather enough information to propose and receive a grant for the development of curriculum for her program, FACULTY 2 discovered a textbook that would work well for anatomy in her holistic health courses, and FACULTY 3 implemented 1 textbook in her spring 2020 course, and will implement another in Fall 2020."

Challenges:

12 faculty initially expressed interest in attending the OER Conference, yet only 7 followed through

> "Other faculty had to back out because of family obligations. Perhaps the timing of the OER conference could be adjusted so that it takes part during the semester, instead of after, to encourage faculty presence."

"The remainder of the participants who agreed to review did not follow through, despite multiple communications and requests, and an increase of the incentive from $100 to $200 for a review. From this I learned that the incentive should have been higher right from the beginning, and also that I should have pushed for completion of the reviews over the summer after receiving the grant, instead of waiting until the fall 2019 semester."

Grantee Profile: University of Colorado Denver

Name of Grant: Undergraduate Design Build Textbook

Award Amount and Level: $4,999.99, Small Group

Project Summary: "To create an open access book for undergraduates participating in design build courses."

Project Leaders: Maria Delgado, Phil Gallegos, Jo VandenBurg

OER Committee:
Maria Delgado, Assistant Professor, maria.delgado@colstate.edu
Phil Gallegos, phillip.gallegosjr@gmail.com
Jo VandenBurg, jo.vandenburg@ucdenver.edu

Current Campus Impact: During the Grant Cycle Period

KPIs	Results at Institution
Estimated Cost-Savings for Students (in dollars)	$129 per student (cost of average education design book; course canceled due to COVID-19)
Number courses address	3
Number of Students Reached (Enrollment)	n/a
Summary of Trends and Themes Regarding Pass, DFW Rates, and Student Success	n/a

Resources Created and/or Adopted

Course Name	Number	Resource and Link
International Design in Context	ARCH 3703	n/a
Cultural Design Abroad	ARCH 3691	n/a
Special Topics Design	ARCH 3700	n/a

Highlights:

"This book will be integrated in architecture courses and CU Denver and interior architecture courses at Colorado State University"

Challenges:

"The major outcome of the grantee was to produce a design build book. We were successfully able to produce a design build book. Our major concern was due to COVID-19 our summer design build course in August was cancelled. Due to the cancellation, we were unable to use the book. However, we do intend to use the book in future course."

"CU Denver accepting the grant took over 6 months, which shortened our work time."

Grantee Profile: University of Northern Colorado

Name of Grant: OER Awareness and Infrastructure Building at the University of Northern Colorado

Award Amount and Level: $20,000, Institutional

Project Summary: "The grant project supported a competitive faculty incentive program for three $2,000 incentives for faculty to adopt or adapt OER into an existing undergraduate course. The grant also supported five $200 awards for faculty to review an open textbook. Finally, the grant supported the professional development of the faculty awardees via meetings with an instructional designer and mileage expenses to attend the CDHE OER conference in May 2019."

Project Leaders: Jennifer Mayer and Helen Reed

OER Committee:
> Ryan Darling, Assistant Professor of Psychological Sciences, ryan.darling@unco.edu
> Sue Gould, Assistant Professor of Nutrition and Dietetics, susan.gould@unco.edu
> Susan Keenan, Professor of Biological Sciences, susan.keenan@unco.edu
> Oscar Levin, Associate Professor of Mathematical Sciences, oscar.levin@unco.edu
> Willy Maxwell, UNC Bookstore and Fan Shop Manager, William.maxwell@unco.edu
> Jen Mayer (Chair) Associate Professor and Head, Library Research Services, jen.mayer@unco.edu
> Jeff McNair, Lecturer, Management, jeffry.mcnair@unco.edu
> Malaika Michel-Fuller, Student Trustee, malaika.michel-fuller@unco.edu
> Christine Moritz, Associate Professor of French, Christine.moritz@unco.edu
> Bret Naber, Chief Information Officer, Assistant Vice President, bret.naber@unco.edu
> Helen Reed (ex-officio), University Libraries Dean, helen.reed@unco.edu
> Becky Smith, Director, Disability Resource Center, rebeccaj.smith@unco.edu
> Stephanie Wiegand, Associate Professor and Online Learning Librarian, stephanie.wiegand@unco.edu

Current Campus Impact: During the Grant Cycle Period

KPIs	Results at Institution
Estimated Cost-Savings for Students (in dollars)	$92,570.37
Number courses address	4
Number of Students Reached (Enrollment)	680
Summary of Trends and Themes Regarding Pass, DFW Rates, and Student Success	623 passed

Resources Created and/or Adopted

Course Name	Number	Resource and Link
Literary Theory and Criticism	ENG 345	Assortment of texts listed in a Google Doc
Mathematics and Liberal Arts	MATH 120	College Mathematics for Everyday Life Math in Society
Introduction to Philosophy	PHIL 100	Russ Payne: An Introduction to Philosophy Bertrand Russell: The Problems of Philosophy by Project Gutenberg 1000 Word Philosophy : open access online philosophy anthology; e.g.
Human Growth and Development	PSY 230	Lifespan Development

Highlights:

"UNC University Libraries provided an additional $2,000 in funding in order to support an additional faculty member to adopt/adapt OER in a course redesign."

"The grants have been an excellent way to unify the campus OER committee and has helped spark discussion about OER on our campus."

Challenges:

"We had about $350 of left-over funds. During the time the grant was being reconciled, the UNC budget manager retired, and a new individual filled this role. Considering the changes in the position, we realize how this happened and are disappointed in the remaining funds, but now understand now how the funds went unexpended. We will monitor more closely to ensure all funds are spent with our next grant."

Grantee Profile: Western Colorado University

Name of Grant: OER Innovation at Western Colorado University: A Rural University's Role in Shaping Equitable Higher Learning Spaces

Award Amount and Level: $22,000, Institutional

Project Summary: Project provides stipends, trainings, and ongoing support that is helping 7 professors adopt OER in their courses.

Project Leaders: Dustin Fife

OER Committee: Dustin Fife, Director of Library Services; Dr. Abel Chavez, Vice President for Student Success; Dr. Kathleen Kinkema, former Associate Vice President of Academic Affairs and Professor of Exercise & Sport Science; Nicole Becwar, Archivist and Technical Services Librarian.

Current Campus Impact: During the Grant Cycle Period

KPIs	Results at Institution
Estimated Cost-Savings for Students (in dollars)	$27,523.75
Number courses address	7
Number of Students Reached (Enrollment)	290
Summary of Trends and Themes Regarding Pass, DFW Rates, and Student Success	n/a

Resources Created and/or Adopted

Course Name	Number	Resource and Link
Introduction to General Anthropology	Anthropology 107	n/a
Introduction to Psychology	Psychology 100	n/a
Introduction to Biology	Biology 130	n/a
Introduction to Sociology	Sociology 101	n/a
Introduction to Sociology	Sociology 101	n/a
Probability and Statistics	Math 213	n/a
World Regional Geography	Geology 110	n/a

Highlights:

"During the first year Western had seven stipend-supported professors adopting OER. The seven classes have an average of 41 students and an average textbook cost of $94.17. This creates an overall savings of $27,311.78 from just one semester and an overall cost elimination of $27,523.75. All professors plan to continue using their OER curriculum for the foreseeable future, compounding savings over time. Some have converted other courses to OER as well now that they are familiar with the process. Western successfully managed the $22,000 granted in year one, and realized enough savings for students in just one semester to justify the use of state funding for the implementation of this valuable resource."

"We also hosted the WikiEdu foundation on campus with the OER funds in November to build more opportunities and understanding of the OER and pedagogy across campus."

Challenges:

"Start a few months earlier, because the work gets more disconnected when summer starts."

OER Grantee Profiles – Cohort #2

The below profiles summarize award amounts and projects pursued by Colorado institutions with grant funds from the CDHE. The scope and intent of projects vary as this list includes institutional and small group level grants that received support in the first two years of the OER Grant program. Source: CDHE Cohort #2 OER Grantee Progress Reports from 2020.

Grantee Profile: Arapahoe Community College

Name of Grant: Access to Open Educational Resources (OER) Fosters Equity and Student Success

Award Amount and Level: $13,000, Institutional

Project Summary: Arapahoe Community College applied for year two grant funds to continue our institution-wide OER initiatives. We were awarded $46,000 to expand the use of OER to additional courses and enable more students on the college and high school campuses to save money, continue their education, and achieve their goals. Building upon the success we achieved in year one switching from print textbooks to OER in 8 courses, year two we plan to expand OER usage to an additional 15 courses to include:

 Business 115: Introduction to Business
 College Composition and Reading 094: Studio 121
 Chemistry 101: Introduction to Chemistry 1 with Lab: GTSC1
 Education 221: Introduction to Education
 English 122: English Composition II: GT-CO2
 English 131: Technical Writing I: GT-CO1
 Humanities 115: World Mythology: GT-AH2
 Management 224: Leadership
 Math 121: College Algebra: GT-MA1
 Philosophy 112: Ethics: GT-AH3
 Philosophy 220: Philosophy of Death and Dying: GT-AH3
 Psychology 101: General Psychology I: GT-SS3
 Psychology 102: General Psychology II: GT-SS3
 Spanish 221: Spanish Language III: GT-AH4
 Spanish 212: Spanish Language IV: GT-AH4

Many of these courses are core, guaranteed transfer, high enrollment, high material cost, and/or are taught in high schools through our Concurrent Enrollment Program. With OER textbooks in five out of seven pathways, we have made significant progress across disciplines with room for expansion in year three. OER Program outcomes from our year two proposal include:

 increase the number of students enrolled in courses utilizing
 OER materials by 123%

increase the total student cost savings by 111%

increase the number of instructors adopting or adapting OER by 87%

increase the number of instructors teaching with OER materials by 21%

have at least 60% of students report satisfaction with OER material through end of semester surveys

have at least 60% of students report they did not purchase a print copy of the OER textbook

These outcomes support ACC's and the state's overall goal of erasing equity gaps for students in Colorado.

Project Leaders: Lisa Chestnut

OER Committee:

Joan Anderssen, Economics and Finance Professor joan.anderssen@arapahoe.edu

Lisa Chestnut, Director, Library & Learning Commons lisa.chestnut@arapahoe.edu

Dr. Lee Christopher, Director, eLearning lee.christopher@arapahoe.edu

Courtney Dale, Instructional Designer for the Bachelor of Applied Science in Emergency Service Administration Degree courtney.dale@arapahoe.edu

Monica Fuglei, Department Chair of English and Professor monica.fuglei@arapahoe.edu

Amanda Hardman, Instructional Designer, eLearning amanda.hardman@arapahoe.edu

Kelley Harmon, Part-time Instructor, Psychology Department kelley.harmon@arapahoe.edu

Susan Kendall, Business Professor and 2018-2019 Colorado OER Council Member susan.kendall@arapahoe.edu

Dr. Josie Mills, Associate Vice President for Instruction josie.mills@arapahoe.edu

Terri Scrima, Communication Program Chair, Concurrent Enrollment Liaison for Communication, and Professor terri.scrima@arapahoe.edu

Kathleen Sutherland, Education Program Chair and Early Childhood Education Professor kathleen.sutherland@arapahoe.edu

Current Campus Impact: During the Grant Cycle Period

KPIs	Results at Institution
Estimated Cost-Savings for Students (in dollars)	$149,853
Number courses address	2
Number of Students Reached (Enrollment)	717
Summary of Trends and Themes Regarding Pass, DFW Rates, and Student Success	573 passed 78% of students liked or really liked the OER textbook 93% of students thought the OER textbook was the same or better than the traditional print textbook 92% of students indicated they did not have any difficulties using the OER textbook

Resources Created and/or Adopted

Course Name	Number	Resource and Link
General Psychology I	PSY 101	Psychology
General Psychology II	PSY 102	Psychology

Highlights:

"In March, we also collaborated with the Student Government Association on Open Education Week. Activities included:

> Social media blasts on ACC's and the ACC Library's Facebook and Twitter pages
> Student Government Association sponsored table on the Littleton, Parker, and Castle Rock Campuses with promo materials regarding Open Education Week
> Student survey on OER awareness distributed to all students on all three campuses
> "S'MOERs: Saving Money through Open Education Resources" flyer and activity. Students received a Ziplock bag of s'more ingredients for posting on a board with the question, "If not textbooks, then what?"
> "How much does your bag of textbooks weigh?" activity. Students weighed their backpacks to discover how much weight textbooks add to their load. The weights were added to a white board
> Students were videotaped answering the question, "If I didn't have to spend money on textbooks, I could afford…" This video will be used as part of Governor Polis' ZTC Challenge application"

"The eLearning Department hired a part-time Accessibility Specialist to work exclusively on OER grant-funded courses ensuring all OER material meets Web Content Accessibility Guidelines (WCAG). This specialist earned a Microsoft Word Accessibility Badge and received 40 hours of training on accessibility for PowerPoint and PDF remediation."

"Incentive funding applications increased from 13 to 18 showing a 38% increase in faculty interest and awareness of OER and the program on campus."

"Student satisfaction with OER materials in grant-funded courses found that:

> 78% of students liked or really liked the OER textbook
> 93% of students thought the OER textbook was the same or better than the traditional print textbook
> 92% of students indicated they did not have any difficulties using the OER textbook"

Challenges:

"Finding the time to evaluate and curate OER material and work with certain departments to help them accept OER."

"Expending the time and effort necessary to find or create quality ancillary materials"

Grantee Profile: Aims Community College

Name of Grant: Aims Community College's OER Tactical Goal Initiative: Building F2S (Free-to-Students) Courses

Award Amount and Level: $36,000, Institutional

Project Summary: Aims OER Tactical Goal Initiative is informed by the objective of improving access and retention by providing a level playing field for the College's diverse student populations. Understanding that students stand the best chance of persisting and succeeding in a college class when they have the materials and resources necessary for the course from day-one, the emphasis in this grant project is on incentivizing faculty who teach Guaranteed Transfer (GT), high DFW, high enrollment, multi-sections, and CTE program courses to replace commercial textbooks with OERs or other free-to-student (F2S) materials.

Project Leaders: Doug Strauss, Jim Hutchinson, and Cathy Glaser

OER Committee:
 Doug Strauss, Program Director – Learning Commons (doug.strauss@aims.edu)
 Jim Hutchinson, Learning Experience Designer (jim.hutchinson@aims.edu)
 Catherine Glaser, eResources Librarian (catherine.glaser@aims.edu)
 Chelle Costello, Faculty (chelle.costello@aims.edu)
 Jan Stapleton, Faculty (jan.stapleton@aims.edu)
 Donna Norwood, Faculty (donna.norwood@aims.edu)
 Selani Flores, Faculty (selani.flores@aims.edu)

Current Campus Impact: During the Grant Cycle Period

KPIs	Results at Institution
Estimated Cost-Savings for Students (in dollars)	$14,546 (estimate for Spring 2021)
Number courses address	7
Number of Students Reached (Enrollment)	188 (estimate for Spring 2021)
Summary of Trends and Themes Regarding Pass, DFW Rates, and Student Success	n/a

Resources Created and/or Adopted

Course Name	Number	Resource and Link
General Psychology I	PSY 101	n/a
Introduction to Women and Gender Studies	WST 200	n/a
Introduction to Energy Technologies	ENY 101	n/a
World Mythology	HUM 115	n/a
Cultural Anthropology	ANT 101	n/a
Gen College Biol I w/Lab	BIO 111	n/a
World Regional Geography	GEO 105	n/a

Highlights:

"Because of the success of this grant project to date, the college agreed to continue to self-fund an additional OER project to pay faculty to review a textbook from the Open Textbook Library using the Open Textbook Network model. The College will fund up to $3,000 for these review projects."

"In the wake of COVID 19, many faculty had to convert their courses to remote environments and that came with access to commercial textbooks for many students who either could not afford to purchase a textbook or publisher only offered physical copy that most borrowed from the library. Many of these faculty had to tap into OER to supplement their content and eventually want to move their course to be fully F2S. The success of our first year grant has shown some of our faculty and department chairs that adopting F2S/OER can have beneficial results to both our students and the faculty themselves."

"With this initial success, Aims will be able to fully fund all five course redesign, and two publishing grants. Providing the publishing grant option allowed Aims to provide faculty who are wanting to create and publish content in their areas an opportunity to do so especially in areas where such resources are scarce."

Challenges:

n/a

Grantee Profile: Adams State University

Name of Grant: Getting Ready: Preparing For & Assessing ASU's Use of OER

Award Amount and Level: $6,000, Small Group

Project Summary: This grant application is the first step in developing a strategic effort to increase the use of OER in undergraduate classes. It is comprised of a two part effort: 1) identifying and sending 10-12 faculty to the OER conference in 2020; 2) Conducting an inventory of existing OER efforts in undergraduate classes across disciplines, and developing a plan for future expansion of OER efforts.

Project Leaders: Margaret Doell

OER Committee: Final membership of the institutional OER Committee will be determined when faculty are back on campus. None-the-less the following individuals have already been identified

> Margaret Doell, Associate Vice President for Academic Affairs
> Mark Manzanares, ASU representative on the statewide OER Council
> Amanda Langdon, Librarian
> Matthew Martinez, Director of Correspondence Education

We will solicit a minimum of 3 faculty, 1 instructional designer, and one staff member to fill out the council.

Current Campus Impact: During the Grant Cycle Period

KPIs	Results at Institution
Estimated Cost-Savings for Students (in dollars)	n/a
Number courses address	n/a
Number of Students Reached (Enrollment)	n/a
Summary of Trends and Themes Regarding Pass, DFW Rates, and Student Success	n/a

Resources Created and/or Adopted

Course Name	Number	Resource and Link
n/a	n/a	n/a

Highlights:

"Initial survey completed with 51 faculty respondents. Shows general awareness of OER, but indicates more can be done to educate faculty on OER options."

Challenges:

"COVID 19, COVID 19, COVID 19"

"COVID 19 had a significant impact on our ability to complete the biggest component of our grant, which was sending 10-12 faculty to the OER conference. While several attended the virtual event, we did not garner as much participation as we had initially intended. Faculty were pretty exhausted after finishing the semester remotely, and were not eager to attend yet another virtual event. It is our hope that we can send this number of faculty to an in-person event in spring 2021."

"Will need to provide faculty development opportunities and find ways to engage departments and faculty that may not be interested or inclined to participate."

"At ASU, and undoubtedly at other small institutions with very limited budget resources, finding ways to compensate faculty and staff for additional work is the most difficult aspect of implementing new initiatives."

Grantee Profile: Community College of Aurora

Name of Grant: Community College of Aurora Incentivized OER Adoption Pilot

Award Amount and Level: $31,000, Institutional

Project Summary: CCA proposed utilization of CDHE OER Grant funds to implement a pilot project to increase the adoption of OER materials at CCA and measure the positive effects of the project on student success. The pilot project is providing structural support, aligns with our strategy, and expands upon the momentum of increased OER awareness and ad hoc OER adoption with the following goals:

Goal 1: Develop and implement a sequenced professional development curriculum on OER adoption and pay for part-time instructor hourly time to attend professional development

Goal 2: Complete 28 reviews on the Open Textbook Library (OTL)

Goal 3: Update four (4) courses for adoption of OER materials such as a textbook and redesign of one (1) course adapting and curating various/multiple OER source materials

Goal 4: Provide contracted instructional design support for redesign of five courses where instructors and faculty have adopted (4) or developed (1) a set of OER course materials.

Project Leaders:

Daniel H. Lawrence, MA, MLIS, Director of Library Services (Principal Investigator/Project Director) 303.360.4740 | Daniel.Lawrence@CCAurora.edu

Renée Bedard, MLIS, Student Success Librarian (Project Coordinator) 303.340.7544 | Renee.Bedard@CCAurora.edu

Cynthia Koenck, Grant Development Director (tertiary contact for grant reporting/contract issues) 303.360.4705 | Cynthia.Koenck@CCAurora.edu

OER Committee:

Co-Chairs:

Mandy Geddes, MA—Faculty, English Department (Chair of PD Subcommittee) mandy.geddes@ccaurora.edu

Daniel H. Lawrence, MA, MLIS—Director of Library Services Co-chair of Incentive Committee) (Principal Investigator) Daniel.lawrence@ccaurora.edu

At-Large Members:

Renée Bedard, MLIS—Student Success Librarian(Co-chair of Incentive Committee) (Project Coordinator) renee.bedard@ccaurora.edu

Autumn Conner, Student—President of the Student Government Association aconner24@student.cccs.edu

Sandra Edwards, MEd, MFA—Instructor, English Department Sandra.Edwards@ccaurora.edu

Director of the Office of Disability and Equity - Vacant

Paul Langston, PhD—Faculty, Social Sciences Department (Chair of Communications Committee) paul.langston@ccaurora.edu

Breeanna Martinez, Student—Secretary, Student Government Association breeannamartinez99@gmail.com

Kate O'Donnell, MFA—Faculty, Arts and Communications Department Katherine.ODonnell@ccaurora.edu

John Shaw, Bookstore Manager jshaw@follett.com

Catherine Zoerb, MA/MS—D2L Administrator, Instructional Intervention and Support Department Catherine.zoerb@ccaurora.edu

Current Campus Impact: During the Grant Cycle Period

KPIs	Results at Institution
Estimated Cost-Savings for Students (in dollars)	$77,896.05 (estimated for Fall 2020-Spring 2021 enrollment)
Number courses address	5
Number of Students Reached (Enrollment)	483 (estimated for Fall 2020-Spring 2021 enrollment)
Summary of Trends and Themes Regarding Pass, DFW Rates, and Student Success	n/a

Resources Created and/or Adopted

Course Name	Number	Resource and Link
Extended Algebra On-boarding	MAT 080	n/a
United States History to Reconstruction	HIS 121	n/a
Biological Anthropology with Lab	ANT 111	EXPLORATIONS: An Open Invitation To Biological Anthropology
Advanced Composition	ESL 053	n/a
Advanced Academic Achievement	AAA 109	n/a

Highlights:

"The Incentives Subcommittee of the OER Taskforce conducted the hiring search for an instructional designer (ID) to support the 5 course redesign projects."

"We received 13 applications to receive funding for adaption and adoption of OER. High student enrollment was a criterion for selection. The potential impact of the 5 courses we selected is a projected 483 students across multiple sections in Fall 2020 and Spring 2021."

"The creation and implementation of the OER Training professional development course in D2L resulted in 31 instructors and faculty receiving this professional development. This course can also be used to train additional CCA instructors and faculty in the future."

Challenges:

"Communication between the OER Task Force and incentive opportunity awardees could be improved to clarify deadlines, expectations, and requirements for awardees."

"While staff were available, project incentive awardees would benefit from remote support that could include dedicated office hours of relevant support staff at CCA or a regularly scheduled open video conference meeting for people to log in and ask questions at the time of need. Additional training for best practices in online course facilitation would support instructors whose courses will be taught online (this project did not originally intend courses to be taught online prior to the COVID-19 pandemic and response)."

"Due to a miscommunication during COVID-19 transition between Fiscal Affairs and the new grant manager regarding time and effort processes, accounting for matching funds expenditures were not tracked until fiscal year end. This is being corrected retroactively and all tracking will be captured in real time going forward."

Grantee Profile: Colorado Community College Online

Name of Grant: Open for Business

Award Amount and Level: $42,110, Institutional

Project Summary: This project involves creating 5 OER/ZTC courses to build upon the existing business content to complete the ZTC pathway for the Degree with Designation AA/AS in Business.

Project Leaders: Dr. Amy Kahn, Brittany Dudek, Darci Duran, and Dr. Tina Parscal

OER Committee: Brittany Dudek – co-chair, Ben Kohntopp –co-chair, Dr. Tina Parscal, Dr. Amy Kahn, Dr. Stephen McElroy, John Schmahl, Eileen Clymo, Darci Duran, Frank Vazquez, Amy Sorenson, Daniel Metz, Paul Robertson, Jeremy Rotini

Current Campus Impact: During the Grant Cycle Period

KPIs	Results at Institution
Estimated Cost-Savings for Students (in dollars)	"Based on AY19 CCCS enrollments, and using the conservative CCCOnline digital content fees, CCCS students could save approximately $600,000 if all five courses adopted this curriculum."
Number courses address	n/a
Number of Students Reached (Enrollment)	n/a
Summary of Trends and Themes Regarding Pass, DFW Rates, and Student Success	n/a

Resources Created and/or Adopted

Course Name	Number	Resource and Link
n/a	ACC 121/122	n/a
n/a	BUS 216/226	n/a
n/a	BUS 217	n/a

Highlights:

"Secured 2 Instructional Designers (May 2020) and 5 faculty Subject Matter Experts (May 2020)...

Instance of Pressbooks is installed and hosted on CCCS servers (June 2020)

Secured Instructional Design Contractor who is working with 5 faculty subject matter experts to localize 4 OER textbooks and build 1 textbook."

Challenges:

"COVID19 put stress on contract SMEs to complete work, so setting realistic expectations and backup plans to enable contract employees to discern capacity"

Grantee Profile: Colorado Community College System

Name of Grant: WeBWorK Consortium: A Collaborative Data Source for Math Instruction

Award Amount and Level: $74,800, Institutional

Project Summary: "This project proposes expanding the infrastructure of WeBWorK so that it may be successfully implemented at any Colorado Community College System College and to further the math curriculum problem set offerings."

Project Leaders: James Morski, Brenda Forland, Brittany Dudek, and Dr. Tina Parscal

OER Committee:
    Brittany Dudek, Library Coordinator
    Dr. Tina Parscal, Associate Vice Chancellor for CCCOnline and Academic Affairs
    Frank Vazquez, Director of Academic Technology
    Darci Duran, Director of Instructional Design
    Dr. Amy Kahn, Dean of Academic Affairs
    Eileen Clymo, Director of Business Services
    John Schmahl, Director of Student Services
    James Morski, Assistant Professor, Math Department Chair
    Peter Lindstrom, Dean for the Center of Math, English, and the First Year Experience
    Chris Arcarese, Director of Institutional Technology
    Brenda Forland, Mathematics Faculty, Mathematics Department Chair
    Jon Johnson, Director of Instructional Technology
    Nicole Lacroix, Dean of Instruction, Mathematics and Sciences
    Karen Neville, Library Director

Current Campus Impact: During the Grant Cycle Period

KPIs	Results at Institution
Estimated Cost-Savings for Students (in dollars)	n/a
Number courses address	n/a
Number of Students Reached (Enrollment)	n/a
Summary of Trends and Themes Regarding Pass, DFW Rates, and Student Success	n/a

Resources Created and/or Adopted

Course Name	Number	Resource and Link
n/a	n/a	n/a

Highlights:

"As an in-kind contribution, CCCOnline has installed and will scale the ability of WeBWorKs."

"Developing an online training in response to COVID 19."

Challenges:

"COVID19 put stress faculty to apply for minigrants – will be opening a second round of grants."

Grantee Profile: Community College of Denver

Name of Grant: AA to Z Degree

Award Amount and Level: $18,915.36, Institutional

Project Summary: The purpose of this project is to explore the viability of a zero cost Associate of Arts degree, identify courses for conversion to OER, and add OER courses to the AA degree path.

Project Leaders: Jennifer Ferguson & Karen Danielson

OER Committee: Jennifer Ferguson, Karen Danielson, Marsha Mattingly, Peter Lindstrom, Mollye Russell, Melissa Randall, Aysenur Ozyer, Chris Arcarese, Ellen Metter

Current Campus Impact: During the Grant Cycle Period

KPIs	Results at Institution
Estimated Cost-Savings for Students (in dollars)	$112,061.50
Number courses address	6
Number of Students Reached (Enrollment)	n/a
Summary of Trends and Themes Regarding Pass, DFW Rates, and Student Success	n/a

Resources Created and/or Adopted

Course Name	Number	Resource and Link
Principles of Animal Biology	BIO 103	n/a
Astronomy 1	AST 101	n/a
Communication and Popular Culture	COM 130	n/a
Survey of World Music	MUS 123	n/a
Principles of Macroeconomics	ECO 201	n/a
Principles of Microeconomic	ECO 202	n/a

Highlights:

"...five courses have chosen to convert to OER: COM 130, AST 101, ECO 201, ECO 202, BIO 103, MUS 123. MUS 123, BIO 103, and COM 130 have already done an instructional design and accessibility consultation. We anticipate those three courses will at least pilot one OER section in the fall."

"With the combined courses, there is potential for a student savings of $112,061.50 annually based off last year's enrollments. It is critical to note that this is not reflected in the current spreadsheet as the courses have yet to be developed and savings at this point are purely projections."

"This work also demonstrates the Community College of Denver's commitment to accessibility. All courses are being developed with assistance from our instructional designer and digital accessibility coordinator, ensuring quality and WCAG AA compliance."

"Finally, this work aligns with the new Community College of Denver Strategic Plan. The strategic plan focuses on three targets: access, success, and equity. Within that new strategic plan, OER development is one of eight strategic initiatives. Our AA to Z OER grant is a key component of that initiative and relates to all three targets"

"Requiring an initial consult with our instructional designer and digital accessibility coordinator has been helpful to faculty and has made the process more organized."

Challenges:

"Faculty are off contract during the summer. In the grant design, we chose the off contract period so that we could pay full time faculty the additional funds for textbook review. However, this design has stalled the speed at which textbook reviews are completed."

> "If we were to repeat the process, given the noted challenges with timing, we would begin the formal review process in April to allow some time for faculty to do the work while still on contract."

"The pandemic has delayed much of the work as resources are being placed elsewhere."

Grantee Profile: Community College of Denver

Name of Grant: OER Spanish at CCD

Award Amount and Level: $7,600, Small Group

Project Summary: "This grant is intended to begin the process of converting SPA 111, 112, SPA 211, and SPA 212 to OER materials. The end goal for the academic year is to fully convert SPA 111, develop a course map for the other three courses, and create a plan of action to convert the other three within the next five years."

Project Leaders: Erin Farb & Jennifer Ferguson

OER Committee: Jennifer Ferguson, Karen Danielson, Marsha Mattingly, Peter Lindstrom, Mollye Russell, Melissa Randall, Aysenur Ozyer, Chris Arcarese, Ellen Metter

Current Campus Impact: During the Grant Cycle Period

KPIs	Results at Institution
Estimated Cost-Savings for Students (in dollars)	$133.50 per student
Number courses address	1
Number of Students Reached (Enrollment)	n/a
Summary of Trends and Themes Regarding Pass, DFW Rates, and Student Success	n/a

Resources Created and/or Adopted

Course Name	Number	Resource and Link
Spanish Language 1	SPA 111	n/a

Highlights:

"The SPA faculty and Teaching Learning Center have created a cogent, scalable plan for development over the next five years."

"A plan is in place to address the unique challenges of accessibility in World Languages, including alternative text for images and captioning for video."

Challenges:

"Given the unique accessibility challenges of world languages and OER, the work will be labor intensive and complex."

"Staffing changes within the SPA department delayed the initial start of the OER work."

Grantee Profile:

Name of Grant: Deploying a system-wide approach to utilize Open Educational Resources (OER) at a rural multi-campus access institution

Award Amount and Level: $36,000, Institutional

Project Summary: CMC seeks to:

> Review and deploy, where possible, OER materials to provide additional student success supports in English and Mathematics pursuant to CMC's elimination of mandatory Developmental Education courses in compliance with Colorado House Bill 19-1206
> Review and deploy quality OER materials to support existing high-demand/high cost Certificate and Associate degree programs at CMC
> Review and deploy quality OER materials to support high- utilization courses at CMC including core degree courses, Guaranteed Transfer (GT Pathways/General Education courses and courses offered by CMC through concurrent enrollment in local high schools
> Training of CMC faculty in the availability of OER resources and their implementation within course offerings at CMC"

Project Leaders: Katy Walker, MLIS and Kathryn Regjo, Ed.D.

OER Committee: Edward Chusid, Grant Writer (echusid@coloradomtn.edu); Linda Crockett, Faculty (lcrockett@coloradomtn.edu); Amy Dennis, Staff (akdennis@coloradomtn.edu); David Gifford, Dean of Science and Math (dgifford@coloradomtn.edu); Karen Kaemmerling, Online learning (kkaemmerling@coloradomtn.edu); Liz Miller, Library Director (EsMiller@coloradomtn.edu); Kathryn Regjo, V.P. Academic Affairs (kregjo@coloradomtn.edu); Brittney Seale, Faculty (blseale@coloradomtn.edu); Steven Squier, Director of Academic Assessment and Planning (ssquier2@coloradomtn.edu); Josh Stepanek, Faculty (jstepanek@coloradomtn.edu); Maureen Stepp, Faculty (mstepp@coloradomtn.edu); Peter Surgent, Faculty (psurgent@coloradomtn.edu); Robert VonAchen, Faculty (rvonachen@coloradomtn.edu); Katy Walker, Librarian (kmwalker@coloradomtn.edu).

Current Campus Impact: During the Grant Cycle Period

KPIs	Results at Institution
Estimated Cost-Savings for Students (in dollars)	n/a
Number courses address	n/a
Number of Students Reached (Enrollment)	n/a
Summary of Trends and Themes Regarding Pass, DFW Rates, and Student Success	n/a

Resources Created and/or Adopted

Course Name	Number	Resource and Link
n/a	n/a	n/a

Highlights:

"Ninety-six faculty members responded and of that roughly half have used OER materials before and 80% reported that they would use OER materials for their course if those materials were available. The survey identified several challenges and concerns faculty had regarding OER material including publisher-produced ancillary materials, time constraints in finding and implementing OER materials, and the accuracy of OER materials. As a result, at the end of the Spring 2020, an online faculty training was developed to address gaps in faculty knowledge and concerns. To date, 11 faculty members have taken the online training (see below for information regarding COVID disruptions), however we expect more faculty to take the training."

"To support faculty efforts, the library has incorporated OER textbooks from the OTL into our discovery layer, and developed an OER resource page found here: http://library.coloradomtn.edu/oer. This resource page links to OER resources such as OpenStaxs, B.C. Open Textbook collection, MERLOT and OERcommons."

"In March of 2020, the Vice President of Academic Affairs, Kathryn Regjo, published a memo inviting faculty to begin working on creating Master Course Blueprints (MCB) to ensure curriculum integrity and lower textbook cost to students. This project is expected to take 2-3 years with the end result being some programs will be zero textbook costs and many GT pathway courses will be OER. Work on this project has just begun and is still in its infant stages. Faculty will be paid to do this work from the grant, and CMC has set aside $500,000 investment dollars for initiatives that support a master Course Blueprints and/or OER development. As demonstrated in the Development form created for building a Master Course Blueprint, or developing a course that integrated OER, we have encouraged teams of faculty, staff and librarians to support the effort."

"The CMC Education department has embraced the notion of ZTC program and explored several databases to which the library subscribes and has found textbooks with unlimited licenses, peer reviewed articles and ebooks for student use and at no cost to the student. It is anticipated that by the close of Fall of 2021, the EDU degree will be ZTC."

Challenges:

"The Academic Affairs announced its college-wide OER and Master Course Blueprinting initiatives on March 6, 2020. Progress on OER was delayed due to COVID 19 statewide closures. Faculty spring training and meetings were canceled as well and an online OER training module was developed instead. Additionally, several members of the OER committee were scheduled to attend the statewide conference (which was canceled due to COVID-19) however a few members attended the virtual summit. The closure caused some issues with socializing OER concepts with faculty and providing faculty an opportunity to engage directly with OER committee members. Additionally, the pandemic has shifted faculty focus and conversation to delivery of course content in the fall and away from exploration of OER materials and development of OER courses."

"The faculty survey showed more support for the use and implementation of OER materials than the OER committee believed we had. Translating that support into implementation and success remains a challenge."

"Some faculty are still hesitant to explore using OER materials based on lack of ancillary materials, and perceived lack of quality and accuracy. Of concern is the publisher based axillary learning platforms and the learning experience they provide. The solution is to support faculty development in these areas and provide greater support in the research and understanding of OER resources and other resources that may be helpful for faculty that would be at no cost to students."

"Due to statewide closures, CMC did not have adequate time to socialize the concept of OER materials and address faculty concerns publicly and in training sessions regarding quality and accuracy of OER materials."

"Volunteer training doesn't cut it. After COVID-19 closures, online OER training was developed for faculty. This training was on a volunteer basis and designed to help faculty learn about OER materials, where to find them, and help in understanding the basics of Creative commons licenses. However, few faculty have availed themselves of this partially because they have been consumed with development of synchronous online training. Perhaps making it mandatory may be necessary."

Grantee Profile: Colorado Mesa University

Name of Grant: Laying the Foundation for OER at Colorado Mesa University: Training Faculty and Staff to Build Capacity for and Awareness of OER on Campus

Award Amount and Level: $10,000, Institutional

Project Summary: "The main goals of the project were to build familiarity with OER as well as the capacity to engage in the work of utilizing OER on the Colorado Mesa University campus. To accomplish these goals, funding was granted to provide professional development opportunities for faculty and staff. Specifically, funding was provided to give faculty an introduction to the use and creation of OER, to enable library staff to receive training in OER so that they can serve as OER ambassadors on campus, and to offer professional development for the small group grantees as they pursued their work in creating OER for their courses."

Project Leaders: Dr. Aparna D.~N. Palmer, Ms. Sylvia Rael

OER Committee:
> Dr. Aparna Palmer, Assistant VP for Academic Affairs for Student and Faculty Success
> Mr. Tim Pinnow, Senior VP for Strategic Initiatives and Director of Distance Education
> Mr. Jeremy Brown, VP for Information Technology
> Ms. Sylvia Rael, Director of the Tomlinson Library
> Dr. Johnny Snyder, Professor of Business
> Mr. Eric Elliott, Assistant Professor of Art & Design
> Dr. Nate Perry, Associate Professor of Business
> Mr. Andrew Connolly, Manager of the Maverick Bookstore

Current Campus Impact: During the Grant Cycle Period

KPIs	Results at Institution
Estimated Cost-Savings for Students (in dollars)	n/a
Number courses address	n/a
Number of Students Reached (Enrollment)	n/a
Summary of Trends and Themes Regarding Pass, DFW Rates, and Student Success	n/a

Resources Created and/or Adopted

Course Name	Number	Resource and Link
n/a	n/a	n/a

Highlights:
n/a

Challenges:
"Because of the adaptations that Colorado Mesa University had to make to adjust to COVID-19 during the spring and summer 2020 semesters, the professional development that was planned as part of the institutional project had to be delayed or cancelled. This was especially the case for any activities related to travel or large in-person gatherings because both were limited and/or prohibited. Also, because faculty had to place so much of their focus on transforming their courses into online ones in the spring and then taking professional development webinars on best practices for teaching online every week during the summer to prepare for the fall, it was not possible for them to make time for training on OER either during the spring or the summer of 2020. Staff also faced similar pressures as they had to offer their services in a modified manner as well and prepare to offer modified services in the fall."

Grantee Profile: Colorado Mesa University - Small Group I

Name of Grant: Developing an Open Educational Resources Textbook for Two-Dimensional Design (ARTE 101), a GT-AH1 course at Colorado Mesa University

Award Amount and Level: $7,500, Small Group

Project Summary: Funds are being used to complete a digital textbook for ARTE 101: Two-Dimensional Design. ARTE 101 is a GT Pathways course in the AH1 category at Colorado Mesa University. Currently, students are asked to buy both a textbook and art supplies for the course. Supplies cost roughly $100.00 (exact cost is dependent on stores, sales, coupons, etc.) and the textbook costs $131.00 new in the CMU campus bookstore. Last school year, 358 CMU students took 2D Design, which could have been a savings to students of $46,898 if they did not have to pay for the textbook. Two-Dimensional Design is a class that is taught in almost every College and University in the state of Colorado, which adds up to a lot of savings if this book was implemented in all classes currently using a textbook.

Project Leaders: Eric Elliott, Associate Professor of Art and Design

OER Committee: Dr. Aparna Palmer, Assistant VP for Academic Affairs for Student and Faculty Success (chair); Mr. Tim Pinnow, Senior VP for Strategic Initiatives and Director of Distance Education; Mr. Jeremy Brown, VP for Information Technology; Ms. Sylvia Rael, Director of Tomlinson Library; Dr. Johnny Snyder, Professor of Business and Faculty Senate President; Mr. Eric Elliott, Assistant Professor of Art and Design; Dr. Nate Perry, Associate Professor of Business; and Mr. Andrew Connolly, Manager of the Maverick Bookstore.

Current Campus Impact: During the Grant Cycle Period

KPIs	Results at Institution
Estimated Cost-Savings for Students (in dollars)	$46,898 (estimated based on previous enrollment)
Number courses address	1
Number of Students Reached (Enrollment)	NA
Summary of Trends and Themes Regarding Pass, DFW Rates, and Student Success	NA

Resources Created and/or Adopted

Course Name	Number	Resource and Link
Two Dimensional Design	ARTE 101	NA

Highlights:

Divide work in creation of OER textbook: 1) coordinating resources, locating open-source reference images, develop OER resources, administration of the project 2) overall design of OER textbook 3) researching how to find and use open source images

Challenges:

"The major challenge so far has been learning about OER copyright licensing and how to use images from artist's in a collection that have a different copyright than the book itself. To better understand this realm, I, Eric Elliott, took an online class on OER copyright and licensing via OERu. I highly recommend that all grantees new to the world of OER take some kind of class like this."

"Another lesson learned/challenge was finding open source material that includes diversity, as most artwork made by minority and contemporary artists is not yet in the public domain. Since this grant is still in such early stages of completion it is hard to report more successes or areas for improvement at this time."

Grantee Profile: Colorado Mesa University - Small Group III

Name of Grant: Practicing What We Preach in Early Childhood Special Education: Making Learning Accessible For All

Award Amount and Level: $5,000, Small Group

Project Summary: "This project is supporting the review, adoption, adaptation, and promotion of open educational resources to replace the textbook required for the undergraduate course I teach, ECSE 320-Learner Development and Individual Differences, offered Fall semester, 2020 in the Early Childhood Special Education (ECSE) Bachelor's Degree Program. Collaborative work on this project with a Librarian and Instructional Designer will broaden and strengthen the resources utilized as well as enhance accessibility. Weekly collaboration with the Librarian is in progress, and collaboration with the Instructional Designer is planned for the end of July 2020. I have already attended the OER Workshop at Western Colorado University and the OER Virtual Summit to inform and guide my project."

Project Leaders: Ann Gillies, Ph.D., agillies@coloradomesa.edu

OER Committee: Dr. Aparna Palmer, Assistant VP for Academic Affairs for Student and Faculty Success (chair) aparna@coloradomesa.edu; Mr. Tim Pinnow, Senior VP for Strategic Initiatives and Director of Distance Education tpinnow@coloradomesa.edu; Mr. Jeremy Brown, VP for Information Technology jebrown@coloradomesa.edu; Ms. Sylvia Rael, Director of Tomlinson Library srael@coloradomesa.edu; Dr. Johnny Snyder, Professor of Business and Faculty Senate President josnyder@coloradomesa.edu; Mr. Eric Elliott, Assistant Professor of Art and Design eelliott2@coloradomesa.edu; Dr. Nate Perry, Associate Professor of Business naperry@coloradomesa.edu; and Mr. Andrew Connolly, Manager of the Maverick Bookstore aconnolly@coloradomesa.edu.

Current Campus Impact: During the Grant Cycle Period

KPIs	Results at Institution
Estimated Cost-Savings for Students (in dollars)	$150 per student (includes $69 textbook replacement)
Number courses address	1
Number of Students Reached (Enrollment)	N/A
Summary of Trends and Themes Regarding Pass, DFW Rates, and Student Success	N/A

Resources Created and/or Adopted

Course Name	Number	Resource and Link
ECSE	320	https://iris.peabody.vanderbilt.edu/

<u>Highlights:</u>

"I am so pleased with the wealth of current, accurate, and informative resources I have discovered thus far. I don't have any concerns at this early stage of project implementation, but I feel extremely well supported by my institution's OER Committee and the CDHE and will reach out to them when concerns arise."

"A success I would like to highlight is the ease at which I'm finding free and accessible resources that align with the content contained within the textbook I previously used for my course."

Challenges:

"An area of improvement is to connect with more instructors in my field who have developed OER courses."

"A lesson learned is that **this process of researching, organizing references, and planning takes dedicated time**; doing this work in the summer when my schedule is lighter has been beneficial."

Grantee Profile: Colorado Northwestern Community College

Name of Grant: "Making Education Affordable and Accessible: Colorado Northwestern Community College's OER Path to Student Success"

Award Amount and Level: $36,000, Institutional

Project Summary: "With the $36,000 we will be transitioning approx. 23 courses to OER. 25% of our faculty will be participating in trainings led by CNCC's OER Ambassador. The courses were chosen because they are Guaranteed Transfer courses that will affect a at least 25% of our Gen Ed and CTE students. These courses include ART, BIO, CHE, COM, HIS, MAT, PSY, and SOC. This has the potential to save a student approx.. $2,000 depending on their program."

Project Leaders: Nicholas Swails, nicholas.swails@cncc.edu

OER Committee:
Nicholas Swails, Instructor of History and Humanities, OER Ambassador, Project Lead
Keith Peterson, Vice President of Instruction
James Caldwell, Vice President of Business and Administration
Meghan Davis, Dean CTE, Rangely Campus
Kathy Powell, Dean CTE, Craig Campus
Todd Ward, Dean Arts and Sciences

Current Campus Impact: During the Grant Cycle Period

KPIs	Results at Institution
Estimated Cost-Savings for Students (in dollars)	n/a
Number courses address	n/a
Number of Students Reached (Enrollment)	n/a
Summary of Trends and Themes Regarding Pass, DFW Rates, and Student Success	n/a

Resources Created and/or Adopted

Course Name	Number	Resource and Link
n/a	n/a	n/a

Highlights:

"The OER Ambassador is working with the CNCC Library will ensure that printed copies of all OER texts are available on reserve for hourly student check out. This is a continuation of CNCC's existing program which maintains a reserve of all course textbooks."

"Based on the initial evaluation process, 25% of full-time faculty at CNCC will participate in this OER grant, through the adoption of and adaptation to OER in their courses. This adoption is anticipated to impact 25% of CNCC's student population based on historical enrollment data."

Challenges:

"Revision of the May 2020 workshop was necessary due to COVID-19. We were forced to move it to remote delivery which presented a problem for some faculty who were not comfortable with the technology and missed the in-person community."

Grantee Profile: Colorado State University

Name of Grant: Open Educational Resources at Colorado State University Fort Collins: Continuing to Increase Awareness, Support Course Conversion, and Develop High Quality OER

Award Amount and Level: $76,000, Institutional

Project Summary: CSU-FC had three primary goals:
  1. Increasing awareness—and, ultimately, adoption—of OER among faculty, staff, and students
  2. Reducing barriers to OER adoption by supporting efforts to integrate OER into the curricula in
high-enrollment courses
  3. Supporting efforts to create high-quality OER materials for use in high enrollment courses

It is our continued belief that these three activities have provided the foundation for long-term efforts to reduce the cost of course materials for our students. By increased awareness of OER and other affordable course material options, we have seen a number of courses adopting OER and, where OER materials are judged by our faculty to be less viable, we see a growing reliance on affordable options such as low-cost digital editions and various all-students-acquire models. By supporting the adoption of OER in high-enrollment courses, we have reduced barriers that might otherwise maintain higher costs for our students. And by the establishment of the OER Academy, we have seen an increase the amount of high-quality, peer-reviewed instructional materials available as OER. Our goal, through these efforts, was (and continues to be) to reduce the cost of instructional materials to students, compared with national averages, by 25 percent in three years over 2018 costs (in current-year dollars, just in case there is rampant inflation over the coming years) and by 40 percent in six years. We continue to believe a combination of support for OER adoption and development combined with aggressive adoption of other affordable options can help us reach our goals.

Project Leaders: Margaret (Meg) Brown-Sica and Mike Palmquist

OER Committee: Conveners:
Meg Brown-Sica, Assistant Dean for Scholarly Communications and Collections, meg.brown-sica@colostate.edu
Task Force Members:
Sean Bryan, Senior Instructor of Geology, sean.bryan@colostate.edu
Stan Kruse, Learning Technology and Analytics Program Manager, stan.kruse@colostate.edu
Christine Pawliuk, Business Librarian, christine.pawliuk@colostate.edu
Heidi Zuniga, Electronic Resource Management Librarian, heidi.zuniga@colostate.edu
Meg Brown-Sica, Assistant Dean for Scholarly Communications and Collections, meg.brown-sica@colostate.edu
Meggan Houlihan, Coordinator for Library Liaisons, Social Science, Arts & Humanities, Business
James Wilson, Associate Professor, Mathematics
Medora Huseby, Assistant Professor, Microbiology

Note: Right now because we are having a major leadership transition—president + provost this is a group that holds monthly meetings with FC/Global/Pueblo. There may be a new group formed in the next year which is more formal and has other members.

Current Campus Impact: During the Grant Cycle Period

KPIs	Results at Institution
Estimated Cost-Savings for Students (in dollars)	$655 (total per student estimate)
Number courses address	8
Number of Students Reached (Enrollment)	n/a
Summary of Trends and Themes Regarding Pass, DFW Rates, and Student Success	n/a

Resources Created and/or Adopted

Course Name	Number	Resource and Link
Introduction to the Visual Arts	ART 100	n/a
Intro to Human Centered Computing	CS 464	n/a
NA	E 140	n/a
Equine Medicine/Surgery, Theriogenology	VM 744 and 786B	n/a
Introduction to Combinatorial Theory	M 301	n/a
Biological Psychology	PSY 454	n/a
Machine Learning Foundations and Practice	CS 345	n/a
Academic Writing	CO 130	n/a

Highlights:

"One of the courses taught by one of the grantees is Art 100 which enrolls about 400+ students per year. PSY 454 is replacing a textbook that costs $180. Other courses covered by this round of grants enroll between 90-250 students per year."

"The eight grants were awarded in a wide variety of colleges and subject areas. While not all of them are high-enrollment or GT Pathways courses they are visible to a wide variety of instructors."

Challenges:

"We did not hold a workshop in the spring because of the issues related to COVID. We are reworking how we can provide workshops remotely and other types of support."

Grantee Profile: Colorado State University

Name of Grant: CSU-Pueblo: A DOER Campus by 2028, Year Two: Building Structure and Culture, Amassing Evidence

Award Amount and Level: $51,000, Institutional

Project Summary: The major goal of the activities supported by this grant were to build capacity for OER on our campus toward the ultimate goal of making CSU-Pueblo a "Default OER" [DOER] campus by 2028. This goal supports and is supported by the VISION2028 plan which recently was adopted by our campus, with the support of the Colorado State University System, setting the priorities and mission of our institution.
In the first year of these supported activities we sought to advance towards this DOER goal by building the expertise on our campus around OER, establishing infrastructure -- including IT platforms, processes, and artefacts -- and processes, working towards recognition and support by our administration, faculty, and students, and advancing a small number of high-impact projects. We feel the first year was very successful in those goals, and we are now trying to deepen somewhat the already excellent knowledge of our campus OER experts and broaden even more the OER-positive culture across our campus. Additionally, we are moving forward now on more than a dozen new specific OER projects with different individuals and teams of creators, which will start to bear fruit late some time tin the fall of 2020.

Project Leaders: Jonathan Poritz, Lona Oerther, Margie Massey

OER Committee:
> Rhonda Gonzales, Dean of the Library, rhonda.gonzales@csupueblo.edu,
> Denise Henry, Instructional Designer, denise.henry@csupueblo.edu,
> Margie Massey, Professor and President of the Faculty Senate,
> margie.massey@csupueblo.edu,
> Lona Oerther, Scholarly Communications Librarian, lona.oerther@csupueblo.edu,
> Jonathan Poritz, Associate Professor and Director of the Center for Teaching and
> Learning, jonathan.poritz@csupueblo.edu,
> Adam Pocius, Director of Academic Technology, adam.pocius@csupueblo.edu
> Brain Vanden Heuvel, Executive Director of Undergraduate Studies,
> brian.vandenheuvel@csupueblo.edu

[Please note: this is the configuration of the CSU-Pueblo OER Committee as of July 2020. The composition of this committee has changed several times since our original grant application for first year CDHE OER funding.]

Current Campus Impact: During the Grant Cycle Period

KPIs	Results at Institution

Estimated Cost-Savings for Students (in dollars)	$55,700 (Summer 2020 and estimate for Fall 2020)
Number courses address	2
Number of Students Reached (Enrollment)	557 (Summer 2020 and estimate for Fall 2020)
Summary of Trends and Themes Regarding Pass, DFW Rates, and Student Success	n/a

Resources Created and/or Adopted

Course Name	Number	Resource and Link
Rhetoric & Writing I	ENG 101	Writing and Rhetoric
Rhetoric & Writing II	ENG 102	Writing and Rhetoric

Highlights:

"...we will support with time, expertise, and a small amount of money the following OER projects:

        EXHP 162/162L (adaptation)
        CET 304 (adaptation)
        SPN 301 (adaptation)
        BIO 491 (creation)
        SOC 101 (adaptation)
        SPN 203 (creation)
        EXHP 233 (adaptation)
        SOC 201 (adaptation)
        ENG 117 (creation)
        ITL 201/202 (creation)
        COMR 350 (adaptation)
        SPN 303 (creation)
        SPN 315/415 (creation)
        COMR 345 (adaptation)
        AIM 155 (adaptation)

"The OER for ENG 101/102 we built in grant year one continues to be used in all sections, and therefore to save our students money. In particular, summer students saved $7,800 and based on fall enrollment as of the end of July (numbers typically go up significantly in the last weeks and days before the semester starts, though! … although who knows if that will remain true in this strange time), we expect fall savings to be at least $47,900."

"We should also mention that, in pursuit of the "Default OER [DOER] by 2028" goal with which our OER team began its work last year, we have been working with our administration and Faculty Senate on two projects:

    Getting the Administration to issue a proclamation along the following lines:

        Students will expect the default in their classrooms to be Open Educational Resources, although it will not always be possible in every situation. Faculty will know that their pedagogical academic freedom will be respected and that organizational, technical, and financial support will be provided when needed in realizing OER for their curricula.

        This was making good progress through the appropriate offices and approvals before the pandemic, and we expect it may be issued this coming academic year (absent further global catastrophes).

    Getting our Faculty Senate to approve, and then the CSU Board of Governors to accept, a change to our promotion and tenure guidelines which allows departments to accept OER production as the equivalent of other scholarly or

pedagogical production. This is actually less difficult than it might seem at first, because the introduction of OER would only be as one additional option that individual departments could choose to use, or not. Nevertheless, the PueblOER Committee feels it will help to institutionalize OER at CSUP and hasten the arrival of the DOER campus."

Challenges:
n/a - referenced Cohort 1 report

Grantee Profile: University of Colorado

Name of Grant: Open CU: Expanding a Successful OER Initiative

Award Amount and Level: $76,000, Institutional

Project Summary: The University of Colorado System developed a program that continued and significantly expanded its Open CU initiative, which received funding the previous year from the CDHE. The four campuses have worked together over the past several years to establish the community and infrastructure necessary to support scaled awareness and adoption of open educational resources (OER). In 2019, with state funding and our multi-campus team efforts, OER integration flourished in multiple disciplines and in such diverse areas as Urban Studies, English, Finance, and Global Health. Over 140 faculty members participated in workshops and online, self-paced tutorials to discover and evaluate OER, and 42 of those have incorporated OER into their courses in the fall 2019 and spring 2020 semesters. Nearly 2,000 students have been impacted by these efforts, realizing well over $100,000 in savings in the cost of course materials. This extended Open CU program represents the University of Colorado's continued commitment to reducing barriers to OER adoption. This program has provided rich learning opportunities and financial incentives for educators who adopted, adapted, and created OER; it has also expanded recognition efforts; developed a new focus on high school concurrent enrollment courses ; provided more opportunities for educators to share successes and challenges; and made strides toward the long-term sustainability of Open CU by integrating an OER mindset and ethos into the culture of the University.

Project Leaders:
> University of Colorado System: Deborah Keyek-Franssen, 303-860-5671, deblkf@cu.edu, 1800 Grant Street, Denver, CO 80203
> Anschutz Medical Campus: Ben Harnke (ben.harnke@ucanschutz.edu), Natalia Vergara (natalia.vergara@cuanschutz.edu)
> Boulder: Leslie J. Reynolds (leslie.reynolds@colorado.edu), Merinda McLure (merinda.mclure@colorado.edu), Caroline Sinkinson (caroline.sinkinson@colorado.edu), Melissa Cantrell (melissa cantrell@colorado.edu)
> Colorado Springs: Dave Anderson (danderso@uccs.edu), Susan Vandagriff (svandagr@uccs.edu)
> Denver: Cynthia Hashert (cynthia.hashert@ucdenver.edu), Sheana Bull (sheana.bull@ucdenver.edu), Shea Swauger (shea.swauger@ucdenver.edu), Cinthya Ippoliti (cinthya.ippoliti@ucdenver.edu)

OER Committee:
Open CU
> Jaimie Henthorn, Director, Digital Education and Engagement jaimie.henthorn@cu.edu

<u>Boulder - University Libraries OER Leads</u>

Melissa Cantrell, Assistant Professor, Scholarly Communication Librarian Open & Digital Scholarship Services

Merinda McLure, Associate Professor, Health & Human Sciences Librarian

Caroline Sinkinson, Associate Professor, Head, Teaching & Learning, Arts & Humanities

<u>CU Boulder OER Advisory Council</u>

Leslie J. Reynolds, Senior Associate Dean of University Libraries, (Chair)

Michael Martin, CUSG President of Internal Affairs, (Co-chair) (replaced David Kidd and Troy Fossett)

Brian Groves, Executive Director, Auxiliary Services – CU Book Store

Aisha Jackson, Associate Director of the Academic Technology Applications Program, Office of Information Technology

Michael Klymkowsky, Professor, College of Arts and Sciences

Chris Koehler, Associate Faculty Director, Space Minor/College of Engineering and Applied Science

David Mallett, Associate Director of Capital Finance, (replaced Matthew Artley and Luke Anderson)

Merinda McLure, Associate Professor, University Libraries

Catherine Knoll Milburn, Senior Instructor and Teaching Professor, Leeds School of Business

Geoffrey Rubinstein, Director of Independent Learning, Continuing Education

Kirsten Schuchman, Assistant Vice Chancellor for Public Policy and Advocacy.

Madeline Sembrat, Assistant Vice Chancellor, Budget and Fiscal Planning

Tammy Sumner, Professor/Director of the Institute of Cognitive Science, College of Engineering and Applied Science

Konstantin Tovstiadi, User Experience Specialist, Office of Information Technology (replaced Pramila Patel)

<u>Denver - Ad hoc grant oversight group:</u>

Margaret Wood, Previous title: Director of Center for Faculty Development; Current title: Associate Vice Chancellor

Ellen Metter, OER Lead, Auraria Library

Brad Hinson, Assistant Dean & Senior Instructor, Digital Learning & Technology, School of Education & Human Development

Cinthya Ippoliti, Director, Auraria Library

Cynthia Hashert, Associate Director Digital and Scholarly Services Division, Auraria Library

Shea Swauger, Head, Researcher Support Services, Auraria Library

Jessica Critten, Pedagogy and Assessment Program Lead Librarian, Auraria Library

Lindsey Hamilton, Director of the Center of Excellence in Teaching and Learning
*The creation of an OER group is being investigated in light of organizational changes.

UCCS - UCCS OER Council
Susan Vandagriff (Chair), Assistant Professor, Kraemer Family Library
Susan Taylor, Associate Vice Chancellor for Undergraduate Education and Academic Planning
David Moon, Director of the Compass Curriculum
Harper Johnson, Assistant Vice Chancellor for Information Technology and Chief Information Officer
David Anderson, Director of the Faculty Resource Center
Sally Greene, Bookstore Book Division Manager
Angela Dodson, Instructional Designer
Leyna Bencomo, Assistive Technology Specialist
Michelle Neely, Director of Writing Across the Curriculum
Raphael Sassower, Faculty Representative
Stephanie Moyer, Undergraduate Student Representative
Carlie Snethen, Graduate Student Representative
Tia Luber, Assistant Counsel

Anschutz Medical Campus - AMC OER Council
Ben Harnke, (Chair), Education and Reference Librarian, Strauss Health Sciences Library
David Bourne, Ph.D., Associate Professor, Skaggs School of Pharmacy and Pharmaceutical Sciences
Jessica Hitt-Laustsen, MS, Education Manager, Department of Emergency Medicine
Michael Lampe, Instructional Designer, Skaggs School of Pharmacy and Pharmaceutical Sciences
Ellie Svoboda, OER Graduate Assistant, Strauss Health Sciences Library
Natalia Vergara, Assistant Professor, Sue Anschutz-Rodgers Eye Center

Current Campus Impact: During the Grant Cycle Period
*Same as CU System Cohort 1

KPIs	Results at Institution
Estimated Cost-Savings for Students (in dollars)	$169,474.31
Number courses address	42
Number of Students Reached (Enrollment)	1,873
Summary of Trends and Themes Regarding Pass, DFW Rates, and Student Success	701 out of 768 passed - Boulder and Anschutz campuses did not include passing rates due to reporting timeline; Of the comparison stats reported, OER courses had the same or an increased pass rate compared to non-OER courses

Resources Created and/or Adopted
*Same as CU System Cohort 1
**Not all inclusive as some courses did not include resource names/links

Course Name	Number	Resource and Link
Introduction to Reporting Technologies	JRNL 2001	Be Credible, by Peter Bobkowski and Karna Younger, Media Innovation and Entrepreneurship, Edited by Michelle Ferrier & Elizabeth Mays, Tools For Podcasting, By Jill Olmsted, Writing for Electronic Media, by Brian Champagne, Kiera Farrimond and Brian Bodily
Developmental Biology	MCDB 4650	(Multiple) Virtual Lab
Greeks, Romans, Kings, and Crusaders	HIST 1011	Lysistrata, by Aristophanes Acharnians Clouds The Germany and the Agricola of Tacitus, by Tacitus Beowulf Selected stories from Boccaccio's Decameron

		Selected stories from Boccaccio's Decameron Western Civilizations
Introduction to Behavioral Genetics	PSYC 3102	Introduction to Psychology Boundless Psychology NIH Genetics Home Reference Khan Academy Biology Khan Academy Biology Test Bank
Advanced Spanish Language Skills	SPAN 3000	Latinobarometro MIT Courseware
Business Law (BCOR 2301) and Business Ethics and Social Responsibility (BCOR 2302)	BCOR 2301 and BCOR 2302	Business Ethics
First-Year Writing on Energy, Environment, and Sustainability	ENVS 1150	Lumen Learning Guide to Writing Lumen Learning Introduction to College Composition
Middle East Politics	PSCI 4242	Payind & McCimans, Keys to Understanding the Middle East.
Quantitative Methods in Fi0nce	Finance 6290	Holmes, Illowsky and Dean, Introductory Business Statistics, Rice University 2018
Family Sociology	SOCY/WGST 3700	Introduction to Sociology Learn Sociology (Sociology in Focus)
Early Intervention Strategies	ECED 6200	The Preschool Podcast Teaching is Intellectual Building the Legacy: IDEA 2004 Training Curriculum
Interactive Media II	FINE 3444	Microsoft Inclusive Design Toolkit
Learning with Social Media and Networking	INTE 5665	Teaching Crowds
Elementary Differential Equations	MATH 3200	Notes on Diffy Qs: Differential Equations for Engineers
Urban Studies & Planning	GEOG 1602	LeGates, R.T. and Stout, F. Eds. (2016). The City Reader. New York: Rutledge.
Introduction to Macroeconomics	ECON 2020	Principles of Macroeconomics, 2e, Greenlaw, Shapiro, & Taylor, Open Stax & Rice University, 2018
General Chemistry 1 & II	CHEM 1401/1411	OpenStax Chemistry 2e
Imaging and Modeling	ANAT	3D Slicer

BOOTCAMP: MATLAB for Neuroscientists	6205	
Nursing	NURS 6610	[HMS Image Viewer - Rad Lab - Chest](#)
Dental Medicine	DISP 7323	[The Treatment of Traumatic Dental Injuries](#)
Dental Medicine	DSSD 7712	[The Treatment of Traumatic Dental Injuries](#)
Physical Medicine & Rehabilitation Residency Program, Pediatric Rehabilitation Medicine Rotation	Residency Program	[Radiopaedia](#)

Highlights:

CU System - "Through the CU OER Champion Award and Credly badges awarded Open CU committee members, awardee, and awardee nominator, the CU System formally recognized participation and incentivized excellence within the Open CU community.'"

CU Boulder Campus - "Activity to date has focused on planning and executing the Open CU Boulder 2020–2021 Course OER Creation/Adaptation Initiative call for proposals. The Open CU Boulder team publicized the initiative to the university community and received 21 proposals by the July 20, 2020 submission deadline. Due the strength of the proposals and the potential for the proposed projects to realize future savings to students and course transitions to OER, the team determined to earmark the majority of Open CU Boulder 2020-2021 grant funds for project educator stipends. The team will accept and confirm select, proposed projects during August 2020 and support the project teams throughout AY2020-2021 with consultations and professional development."

OER Libguide: https://libguides.colorado.edu/opencu/202021

CU Anschutz Medical Campus - "The CU Anschutz OER Committee initiated OER creation on campus in April of 2020 by hosting a workshop focused on how to create and adapt OER, which was attended by seven faculty members. On April 28th, a creation application was distributed to the entire campus community with a May 15th deadline. The committee received four quality submissions including projects ranging from textbook authorship to case study curation to 3D scans of plastinated organs. The OER committee evaluated the applications and decided to fund all four projects."

"The library graduate student created and maintains a highly curated OER LibGuide unique to the health sciences - the first in the country that we know of. There have been over 1,500 views since publication in August 2019. The guide is used to support individual faculty in the evaluation, incorporation and creation of OER for their classes and curricula. The library graduate student also developed an OER workshop currently offered on a monthly basis that has been attended by 16 people from a variety of departments since January 2020."

OER Libguide: https://library-cuanschutz.libguides.com/oer

UCCS Campus - "The UCCS campus has launched its Open Educational Resources SUCCESS (Start, Use, Choose, Customize, Educate, Survey, Share) Program, consisting of three badges: Re-user, Remixer, and Redistributor, the latter of which focuses on creation and distribution of OER. A call for proposals was open to the campus from April 24 - May 15 for each of these badges. We received 7 proposals for the Redistributor badge, and after review by the staff of the Faculty Resource Center, 4 faculty members were chosen to receive $2,000 stipends for their work. (2 of the proposers opted instead to pursue the Re-user badge to adopt OER in their courses.)"

"It is always challenging to compare student performance between courses or sections because there are so many variables, but in the analysis of the grant-

funded OER courses to comparison courses, 381 out of 431 (88.4%) passed in the former, and 456 out of 519 (87.8%) passed in the latter. This clearly is not a significant change, but it is encouraging that students in the OER courses performed at least as well as those in the comparison courses."

CU Denver Auraria Campus - "We've seen a steady stream of requests for OER/textbook alternative consultations in the back half of the summer. These appear to be a result of a few different motivating factors—some instructors were already interested in OER, some are hoping to find electronic resources to support their newly online classes, and some are seeking to increase representation of BIPOC in their syllabus and need help locating readings."

OER guide: https://guides.auraria.edu/textbookalternatives/home

"Finally, a well-received outcome of the efforts regarding OER awareness and implementation has been the acknowledgement by many of the faculty of the pedagogical flexibility afforded by OER instructional materials, which allow them to move away from having to design instruction around larger copyrighted works (textbooks). This has resulted in further interest in classroom innovation."

"Faculty in OER training were made acutely aware of the textbook and learning material costs being one of the few controllable elements to help students. This translated to professors who could not find adequate OER materials being motivated to work with librarians to identify no cost library materials with the goal of increasing savings for students."

CU Anschutz Medical Campus - "This year's 12 inductees in the OER adoption program are now OER faculty experts by our standards and are willing to champion OER adoption among their peers."

Challenges:

"While some adoptions of OER are relatively straightforward--full two-semester, team-written, peer-reviewed textbooks from OpenStax, for example--others are more challenging. Significant support in terms of instructional design, accessibility, finding and curating OER, and perhaps release time, may be needed."

Grantee Profile: Fort Lewis College

Name of Grant: Putting Students at the Center through OER

Award Amount and Level: $31,000, Institutional

Project Summary: FLC requested this grant in order to continue the work we started in the previous grant cycle. This year we continue to develop the two "prongs" that we identified in our initial approach.

Prong 1 - Production: FLC established three levels of monetary incentives to faculty to encourage the adoption, adaption, and creation of OER. In our second year of participating in this grant, we again used this model to offer faculty stipends for 3 tiers of OER: Tier I, adoption, Tier II adaption or collection, and Tier III creation. When we applied for grant funds, the CDHE recommended that we offer more Tier I awards and fewer Tier III awards. However, the distribution of faculty applications was fairly even between tiers I and II. We received 14 applications and selected 11 faculty members (or teams) with the following breakdown:

Tier I: 4 (one of these was completed early and paid for by the

previous year's funding)

Tier II: 5

Tier III: 2

This demonstrates that FLC faculty members who applied are interested in providing their students with customized textbook replacement products rather than off-the-shelf solutions.

Prong 2 - Education: FLC will use grant funds to allow key personnel to develop expertise in OER and OER Librarianship by attending conferences and seminars on OER.
The Open Education (OE) Librarian, Tyler Dunn, and the Director of Teaching & Learning Services (TLS), Jen Rider, participated in an online class to earn Creative Commons Certificates. Due to current circumstances causing in-person gatherings to be cancelled or postponed, Tyler Dunn and Ayla Moore (TLS) were unable to attend the Colorado OER conference in June 2020 but attended online sessions instead.
Travel will be limited in the upcoming year as well, so grant funds intended for travel and professional development will be used instead to cover additional expenses related to faculty stipends (benefits that were not in the original calculations due to an error). However, if the Open Education Librarian is accepted into the OER Librarianship Certification program in spring 2021, Reed Library will cover the cost of attendance. Going into the second year of the grant, we plan to place increased focus on a few areas while remaining within these prongs. Those areas are:

Publishing/distribution

Assessment

Establishing a campus committee to make OER programs sustainable.

Project Leaders: Tyler Dunn

OER Committee: Affordable Education Resources Committee Members:
Chair: Tyler Dunn, Open Education Librarian
Astrid Oliver, Reed Library Director
Ayla Moore, Instructional Designer, Teaching & Learning Services
Candace Nadon, Assistant Professor of English
Erich McAlister, Chair & Professor of Mathematics
Braxton Bruce, student
Jacob Bollinger, student

Current Campus Impact: During the Grant Cycle Period

KPIs	Results at Institution
Estimated Cost-Savings for Students (in dollars)	$112,874.40
Number courses address	11
Number of Students Reached (Enrollment)	925
Summary of Trends and Themes Regarding Pass, DFW Rates, and Student Success	n/a

Resources Created and/or Adopted

Course Name	Number	Resource and Link
Data Mining	BA 354	
Intro. Borders & Languages	BL 190	
General Chemistry I: Atoms and Molecules	CHEM 150	Fundamentals of Chemistry I: Atoms/Molecules
General Chemistry II: Chemical Reactions	CHEM 151	Fundamentals of Chemistry II: Chemical Reaction
Women's Literature	ENGL 175	
Electric Networks I	ENGR 201	
Environmental Principles	ENGR 301	
Biology Statistics	MATH 190	
Principles of Public Health	PH 101	
Epidemiology	PH 380	
Congress vs. the Presidency	PS 390	

Highlights:

"After researching OER publishing options, we decided to use our learning management system Canvas. This allows faculty members to build content in a familiar environment and facilitates the content's use by anyone using an LMS. Along with making the OER public in Canvas, we worked with the FLC marketing department to add them to our college website along with adding them to MERLOT and Canvas Commons."

"We initially planned an in-person workshop series for faculty members, covering the topics of grant overview and project timeline, copyright and Creative Commons licensing, and digital accessibility. Because of Covid-19 circumstances, we moved these into online, asynchronous modules that faculty members could complete at their own pace. After each faculty member or team completed the training, the OE Librarian met online with them to answer questions and discuss their projects. The timing of these meetings worked well."

Challenges:

"In the first year of the grant, each participating faculty member was paired with a librarian to assist throughout the entire process of OER adoption, adaption, or creation. These partnerships were challenging because 1) they were not based on librarian subject area and 2) faculty members had copyright questions that had to be referred to the OE Librarian. This year, we changed the partnership model, pairing librarians with faculty members in their liaison areas for assistance finding open sources. All copyright questions are referred to the OE Librarian and accessibility or course design questions to TLS."

"Despite additional outreach to faculty members we received fewer faculty applications than last year. This meant that almost every project was approved, with the exception of some second proposals by faculty members who already had a first project approved. While it was nice to award all faculty members who applied, it did not put us in a position of being able to prioritize projects that reached more students or were for General Education courses."

"We used online training with videos and examples of Creative Commons sources and how to attribute them. The OE Librarian also met with faculty members after they completed the training and emphasized that CC Licensed sources should be used. However, it is still proving difficult to make sure that faculty members use CC licensed sources instead of all-rights- reserved copyrighted content. This can result in quite a bit of extra work for the OE Librarian and the faculty members when sources need to be checked and replaced."

Grantee Profile: Front Range Community College

Name of Grant: Demystifying Open Education Resources: Awareness, Discovery, and Adoption

Award Amount and Level: $41,000, Institutional

Project Summary: Colorado is currently experiencing a crisis in meeting the Early Childhood Education (ECE) workforce needs. FRCC offers the following ECE-related certificates and degrees: Assistant Teacher certificate (6 ECE credits), Early Childhood Director certificate (30 ECE credits), Foundations of Early Childhood Education (18 ECE credits) certificate, Early Childhood Education for Paraeducators (21 ECE credits), Early Childhood Education Associate of Applied Science (45 ECE credits), and Early Childhood Teacher Education Associate of Arts (18 ECE credits). FRCC's Associates of Arts (A.A.) in ECE degree is designed to prepare graduates to work with children ages birth-PreK in child care settings or to transfer to a bachelor's degree program at a four-year institution that includes preparation for licensure to work in a K-3 public school setting. Students who complete FRCC's A.A. degree will have also earned FRCC's program's Assistant Teacher Certificate and Foundations in Early Childhood Education Certificate that qualifies them to work in an assistant role in childcare centers in Colorado. ECE at FRCC carries its mission and values into the community through collaboration with CCCS's thirteen colleges, the Early Childhood Councils for each county represented in FRCC's service area, stage agencies, as well as through partnership with the four-year colleges providing statewide guaranteed transfers. FRCC's Early Childhood Education (A.A.) has earned National Association for the Education of Young Children (NAEYC) accreditation. FRCC's unduplicated head count in ECE certificates and degrees is 813 (AY2019); the 5-year average is 948. FRCC offers 17 ECE classes across campuses and FRCC online; of those, only the capstone, which is offered exclusively online, is fully OER. The A.A. degree includes these ECE courses: Introduction to Early Childhood Education (ECE 101), Guidance Strategies for Young Children (ECE 103), Child Growth and Development (ECE 238), Intro to ECE Techniques (ECE 102), Curriculum Methods/Technologies (ECE 220), and Working with Parents/Family Communications (ECE 256). These first six courses are the core classes for the program and are the foundation for all ECE certificates and degrees. Open textbooks and instructional materials for these six courses will be developed through this grant-funded project.

Project Leaders: Annie Marie Jacobson (Larimer Campus), Mernie Rosenberg (Westminster Campus/Brighton Center and Online Lead), and Jo Murphy (Westminster Campus)

OER Committee:
    Jean Runyon, Campus Vice President (Larimer Campus) Jean.Runyon@frontrange.edu
    Patti Arroyo, Vice President, Finance and Administration Patti.Arroyo@frontrange.edu
    Ann Riedl, Faculty (Westminster Campus) Ann.Riedl@frontrange.edu
    Michelle Medeiros, Faculty (Westminster) Michelle.Medeiros@frontrange.edu
    Ken Monks, Faculty (Boulder County Campus) Ken.Monks@frontrange.edu

Marissa Bailey, Faculty/Department Chair (Larimer Campus)
Marissa.Bailey@frontrange.edu

John Mandley, Faculty (Larimer Campus) John.Mandley@frontrange.edu

John Bender, Bookstore, Sales Manager John.Bender@frontrange.edu

Nicolas Pares, Adjunct Instructor (Boulder County Campus); OER Ambassador
Nicolas.Pares@frontrange.edu

Ken Draves, Deputy Director, Poudre River Public Library District
KDraves@poudrelibraries.org

Molly Thompson, Senior Librarian (Larimer Campus) Molly.Thompson@frontrange.edu

Alejandro Marquez, Librarian (Boulder County Campus)
Alejandro.Marquez@frontrange.edu

Kae Novak, Online Learning, Learning Design and Production Coordinator
Kae.Novak@frontrange.edu

Current Campus Impact: During the Grant Cycle Period

KPIs	Results at Institution
Estimated Cost-Savings for Students (in dollars)	$183.60 per student
Number courses address	2
Number of Students Reached (Enrollment)	n/a
Summary of Trends and Themes Regarding Pass, DFW Rates, and Student Success	n/a

Resources Created and/or Adopted

Course Name	Number	Resource and Link
Child Growth and Development	ECE 238	Child, Growth and Development
Curriculum Methods and Techniques	ECE 220	Introduction to Curriculum for Early Childhood

Highlights:

"During the Creative Commons Certificate Course for Librarians, both librarians have created many projects that can later be used to support OER professional development. Below are examples of two videos that were created.

    Creative Commons: the Past to the Present

    https://www.youtube.com/watch?v=xSWLXdWyD_s&feature=youtu.be

    Anatomy of a CC License

    https://www.youtube.com/watch?v=YDrk9asZ2DQ&feature=youtu.be

"Upon completion of this grant, six ECE courses will utilized open textbooks and instructional materials resulting in potential savings of $396,000 to students per annual year (based on AY2019 enrollment $582 per students for all six courses)."

"One significant success we have had thus far is the collaboration of full-time faculty and adjunct instructors in the discovery and adoption of OER. In addition to attending the Colorado OER conference on June 5 as a cohort, ECE faculty and adjunct instructors are also working in teams across three campuses (and online) to review the materials. Historically, material selection has been completed on a campus level primarily by ECE full-time faculty only. **This project is enabling ECE colleagues to work as a more cohesive team** that will ultimately result in student access to instructional materials that will be used across sections. Furthermore, librarians have partnered with ECE colleagues to accomplish grant objectives as well as researching materials that not only align with CCNS outcomes but also the accreditation body's Professional Preparation Standards."

Challenges:

"Although the original plan for this project was to have the review work completed by the end of June, with courses using OER materials in the fall, the COVID-19 pandemic put the work slightly behind as the first half of faculty summer planning was dedicated to designing completion plans for spring practicum students and adjusting courses for remote learning in fall."

Grantee Profile: Colorado School of Mines

Name of Grant: Deploying Open Educational Resource (OER) Development at Colorado School of Mines

Award Amount and Level: $38,000, Institutional

Project Summary: "This continuation grant at the Colorado School of Mines supports the growth of the Open Mines project. This project includes an internal grant program to incentivize faculty to adopt, adapt, or create OERs that are high quality, accessible, sustainable, and can be integrated into the existing or newly developed courses. The second cycle of the Open Mines program is already having a large impact."

Project Leaders: Emily Bongiovanni, Brianna Buljung, Anna Seiffert, Carol Smith

OER Committee:
> Emily Bongiovanni (Chair), Scholarly Communications Librarian
> Carol Smith, University Librarian
> Sam Spiegel, Director, Trefny Innovative Instruction Center
> Allyce Horan, Director, Mines Writing Center
> Paula Farca, Faculty Senate Representative
> Gauen Rhys Alexander, Doctoral Student; President, Graduate Student Government
> Sarena Nguyen, Erick Gomez, Torin Johnson, Undergraduate Students; For OER Adoption at Mines (FOAM)
> Christopher Thiry, Maps & GIS Librarian, Arthur Lakes Library; OER Campus Ambassador
> Ana Lopez, Online Learning Experience Designer; OER Campus Ambassador
> Brianna Buljung, Teaching & Learning Librarian
> Anna Seiffert, Collections Management Librarian

Current Campus Impact: During the Grant Cycle Period

KPIs	Results at Institution
Estimated Cost-Savings for Students (in dollars)	n/a
Number courses address	n/a
Number of Students Reached (Enrollment)	n/a
Summary of Trends and Themes Regarding Pass, DFW Rates, and Student Success	n/a

Resources Created and/or Adopted

Course Name	Number	Resource and Link
n/a	n/a	n/a

Highlights:

"The project's campus-wide grant program has awarded 12 OER projects, which will support courses across various disciplines. The project teams have all been awarded their funds and the OERs will begin to be implemented into classes as soon as Fall Semester 2020."

Hired OER fellow in July 2020

Arthur Lakes Library OER libguide: https://libguides.mines.edu/oer

Challenges:

"The major challenge continues to be the lack of dedicated staff to support the OER program. While the OER Fellow is tremendously helpful, a permanent librarian position is needed to be able to focus at least half of their time to OER initiatives at Mines."

Grantee Profile: Colorado School of Mines

Name of Grant: Open neurobiology: Open Educational Resource (OER) development for neurobiology course

Award Amount and Level: $2,600, Small Group

Project Summary: "The plan for this project is to develop a course that is a hybrid course at CSM and available through an OER platform for all interested parties. The lectures will be available on OER platforms [specifically the Mines' institutional repository called Mountain Scholar, YouTube, OER commons, and Canvas Commons] and the textbook will be the written transcript of the audio portion of the lectures. The classroom time can be spent in active learning protocols and team projects. Part of the classroom work will include finding and reviewing research articles that support the lectures, which can then be uploaded into the written text as student input [with the permission of the student author]. This will engage the student in the topics and give them a part in the course refinement. Each time the course is taught [once yearly] the student teamwork projects can be geared to other concepts in the material and added into the text. This will keep the course updated and the students involved. Since this textbook will be shared publicly, we cannot use any articles that would have copyright considerations and I will work with the library to ensure this is done correctly.

The course would be produced in three stages. The first stage started in December 2019 and continued through February 2020. This is the planning stage for 26 classroom worksheets, textbook content, and video support. Content of material and order of presentation was designed for the entire course. This provides an overview of how the information will be presented and the organization of the content.

The second stage started in March 2020 and will take until September 2020. This stage is for the recording of the one hundred and nine videos. The initial chalk talk is planned out, recorded, edited, and made ready for uploading to the OER platform at CSM. The plan is to do five to six videos a week, write the text for two classes a week, and the production of projects for each class period as a worksheet completed by the end of the period.

The third stage has also started and will continue until December 2020. This will begin with the transcription of the audio content and the input of all necessary content for use according to the disability support services. I will work in conjunction with the Disability Support Services at CSM to ensure all the content of the OER lectures are accessible. The courses will also be vetted and tested through the Trefney Innovated Instruction center to assure availability of all components. The course will be marked "CC-BY-NC-SA", a creative common license, attribution required, no commercial use, and Share Alike."

Project Leaders: Cynthia Norrgran

OER Committee: Emily Bongiovanni, Sam Speigel, Allyce Horan, Christopher Thiry, Anna Seiffert, Gauen Alexander, Ana Lopez, Carol Smith, Brianna Buljung, Paula Farca

Current Campus Impact: During the Grant Cycle Period

KPIs	Results at Institution
Estimated Cost-Savings for Students (in dollars)	$5,302.07
Number courses address	1
Number of Students Reached (Enrollment)	47
Summary of Trends and Themes Regarding Pass, DFW Rates, and Student Success	Estimate numbers based on previous enrollment before roll out of OER

Resources Created and/or Adopted

Course Name	Number	Resource and Link
Introduction to Neuroscience	CBEN 311	n/a

Highlights:

Through developing videos for the new OER course, the video software company has expressed interest in helping with their work in some capacity.

Challenges:

"This has been a huge endeavor for me and one student [hired with the grant money]. I would like to see more original drawings and illustrations in future iterations and not be so reliant on the work that is already out there, but to actually add to that work with robust and original work that can be used by all. I would love to receive another grant next time to hire two students to take some of the pressure off me. This first design requires a lot of my input, and I hope in the next year the students could be more responsible for in the information gathering."

"I would like to see some of the grant money allocated to basic equipment supplies, such as software, so the burden of obtaining licenses for me and the student doesn't rely on me paying for it."

Grantee Profile: Colorado School of Mines, The Writing Center

Name of Grant: Supporting STEM Students with OERs: Creating an Online Technical Communication Center

Award Amount and Level: $5,000, Small Group

Project Summary: "The Colorado School of Mines Writing Center is a pillar of support for technical communication across campus. Our growing population is becoming more diverse with non-traditional students, distance learners, and first-generation students. As a result, part of our initiative is to provide a wider variety of resources for both faculty and students, providing them with a cost-effective method to improve their communication skills. To meet this goal, the Writing Center has created The Online Technical Communication Center (OTCC) to house OERs tailored to STEM communication. OERs provide financially accessible resources that can supplement expensive pedagogical options that students are often required or encouraged to use, including supplementary books, private tutors, or additional courses. In addition, creating OERs allows faculty to more effectively supplement their coursework with online activities and videos which can be freely tailored to meet course goals. Overall, The OTCC provides resources that are not only relevant to Mines but to peer institutions nationwide and internationally."

Project Leaders: Allyce Horan, Director of the Writing Center

OER Committee:
  Emily Bongiovanni, Scholarly Communications Librarian
  Carol Smith, Arthur Lakes Library University Librarian
  Sam Spiegel, Director of the Trefny Innovative Instruction Center
  Gauen Alexander, President of the Graduate Student Government
  Christopher Thiry, Maps & GIS Librarian and OER Campus Ambassador
  Ana Lopez, Online Learning Experience Designer & OER Campus Ambassador
  Brianna Buljung, Teaching & Learning Librarian
  Paula Farca, Faculty Senate Representative
  Allyce Horan, Director of the Writing Center
  Sarena Nguyen, Undergraduate Student Representative & For OER Adoption at Mines (FOAM)
  Eric Gomez, Undergraduate Student Representative & For OER Adoption at Mines (FOAM)
  Torin Johnson, Undergraduate Student Representative & For OER Adoption at Mines (FOAM)

Current Campus Impact: During the Grant Cycle Period

KPIs	Results at Institution

Estimated Cost-Savings for Students (in dollars)	n/a
Number courses address	n/a
Number of Students Reached (Enrollment)	n/a
Summary of Trends and Themes Regarding Pass, DFW Rates, and Student Success	n/a

Resources Created and/or Adopted

Course Name	Number	Resource and Link
n/a	n/a	n/a

Highlights:

"We are still early in the process of creating additional OERs. However, we anticipate that the oral communication series will be popular as this was created in part based on requests from high enrollment courses at Mines such as EDNS 151. These OERs are also widely applicable to several other courses."

The Online Technical Communication Center: https://otcc.mines.edu/

Challenges:

"A challenge we have already encountered is creating OERs during the Covid-19 pandemic. While the OTCC will be particularly useful as we all continue to work at least partially remotely, it means that we do not have all the typical on-campus resources available to us, such as the HIVE's student-run film team. For example, our latest OERs are in the final editing process, but we have not been able to yet film the accompanying videos because facilities for this service are closed. We expect to experience delays like these in the fall, but we will continue to create the handout and exercise portion of the OERs so that we can film the videos as soon as the HIVE reopens."

Grantee Profile: Colorado School of Mines

Name of Grant: Developing an OER Textbook for a Core Graduate Course in Fluid Mechanics

Award Amount and Level: $7,000, Small Group

Project Summary: "As U.S. high-school students increasingly lag other nations in math proficiency, it often falls on fluid mechanics professors to also teach basic math. This continues at the graduate level, where students have differing undergraduate backgrounds, and most textbooks assume greater math proficiency than first-year graduate students. Meanwhile, cost-of-living increasingly motivates students to forego textbooks, which limits them to lecture notes, and biases their perspectives to their professor's. This project is developing an OER textbook that (1) is written for the level of typical incoming graduate students, (2) incorporates diverse views of fluid mechanics, (3) provides conceptual assessment questions, (4) highlights applications to industry and nature."

Project Leaders: Nils Tilton

OER Committee: Emily Bongiovanni, Scholarly Communications Librarian, emilybongiovanni@mines.edu

Current Campus Impact: During the Grant Cycle Period

KPIs	Results at Institution
Estimated Cost-Savings for Students (in dollars)	$185.65 per student
Number courses address	1
Number of Students Reached (Enrollment)	25 (projected Fall 2020)
Summary of Trends and Themes Regarding Pass, DFW Rates, and Student Success	n/a

Resources Created and/or Adopted

Course Name	Number	Resource and Link
Advanced Fluid Mechanics	MEGN 551	"Introduction to Incompressible Fluid Mechanics" (link forthcoming)

Highlights:

"The textbook will also be integrated in CHEN 6353: "Fluid Mechanics." This is a core course in the graduate Chemical Engineering programs at the University of Utah. The course is offered once a year, and has an average of 15 students. The textbook will be assessed in both of these courses this fall and content will be simultaneously revised by PhD Student and Dr. Tilton. Our objective is to broadly disseminate the book near the end of the fourth quarter of the project (Spring 2021)."

"If there is one thing I would like to stress here, it is that the OER funds not only have a strong impact by erasing equity gaps and improving student success, they also provide unique opportunities for student workers such as PhD Student to broaden their experience and strengthen their resumes. In this particular case, PhD Student lost a part-time summer job at a local store due to COVID-19, so this opportunity also had an immediate impact on his financial situation."

"Based on experiences, I have already used some of my discretionary research funds to hire a second student worker who is now helping develop an OER textbook for a second core course in our department (MEGN502: Advanced Engineering Analysis)."

Challenges:

n/a

Grantee Profile: Metropolitan State University of Denver

Name of Grant: Running the Open Road II: Second year of the Open Roadrunners program

Award Amount and Level: $76,000, Institutional

Project Summary: "Our Open Roadrunners Program provides faculty incentives and training to increase the use of Open Educational Resources (OER) at Metropolitan State University of Denver (MSU Denver). Our faculty incentives and training fall into four categories: Open Textbook Review workshops, OER Faculty Learning Communities (OER FLCs), OER Adoption Grants, and multi-section OER adaption or creation projects."

Project Leaders: Emily Ragan, Matt Griswold, Karen Meyer

OER Committee:
> Emily Ragan, eragan@msudenver.edu, College of Letters, Arts & Sciences Faculty and OER Coordinator;
> Matt Griswold, mgriswo2@msudenver.edu, Associate Vice President of Online Learning;
> Karen Meyer, kmeyer29@msudenver.edu, Staff Support, Academic Affairs Project Manager;
> Letitia Pleis, lpleis@msudenver.edu, College of Business Faculty;
> Darcy Vigneault Beery, dbeery@msudenver.edu, College of Professional Studies Faculty;
> Andrew Bonham, abonham@msudenver.edu, College of Letters, Arts & Sciences & Council of Chairs Representative;
> Meredith Jeffers, mjeffer8@msudenver.edu, College of Letters, Arts & Sciences & Faculty Senate Representative;
> Braedan Weart, bweart@msudenver.edu, President Student Government Association;
> Gabe Christie, gchris11@msudenver.edu, Instructional Accessibility Manager; and
> Ellen Metter, ellen.metter@ucdenver.edu, Auraria Library, Research Support Librarian

Current Campus Impact: During the Grant Cycle Period

KPIs	Results at Institution
Estimated Cost-Savings for Students (in dollars)	$330 per student
Number courses address	3
Number of Students Reached (Enrollment)	66 (Summer 2020 enrollment)
Summary of Trends and Themes Regarding Pass, DFW Rates, and Student Success	n/a

Resources Created and/or Adopted

Course Name	Number	Resource and Link
Research and Argument Writing	ENG 1020	Salmon, Naomi, ed. Entering the Conversation: A College Composition Compilation, UW-Madison
American Government	PSC 1010	Krutz, Glen and Sylvie Waskiewicz, eds. American Government 2nd edition. OpenStax.
Instrument Fundamentals	AES 2120	1) Pilot's Handbook of Aeronautical Knowledge, FAA Advisory Circular (AC) FAA-H-8083-25B. 2) Instrument Flying Handbook, FAA Advisory Circular (AC) FAA-H-8083-15B 3) Instrument Procedures Handbook, FAA Advisory Circular (AC) FAA-H-8083-16B

Highlights:

"At the end of May we announced an opportunity for faculty to apply for OER Adoption Stipends for adopting OER in fall 2020 courses. We received over 50 faculty applications. Of those, we awarded 26 faculty adoption stipends to be paid in August, contingent on faculty adopting OER as planned for fall 2020 courses."

"Three credits of reassigned time or equivalent salary supplement are supporting faculty to scale use of OER in all sections of our introductory communications courses, COMM 1010 and COMM 1100, and Mathematics for Liberal Arts (MTH 1080)."

"Of the impacted courses, 18 are expected to have a cost savings of up to $4,000 or more in the first year of implementation due to a combination of enrollment and cost of materials. These anticipated savings would be a four-times return on the investment in faculty stipend and associated benefits in the first year alone. Of the remaining seven courses, five were higher enrollment (48 or more students), one was higher cost ($80 or more dollars per student), and the remaining course selected to receive the stipend was in English, a department that is high priority for OER because it serves a large number of students, although individual sections are relatively small. Six of the courses are also General Studies courses."

"Our summer 2020 OER adoption stipend program involves 26 faculty members and will impact an estimated 1,800 students, saving those students up to $191,000 over the course of the year. We will offer a second round of OER adoption grants in the fall for new OER adoptions in spring 2021 courses."

"We have six high-priority courses where OER adaption/creation and scaling across all sections is occurring. Based on last year's enrollment, for the coming Fall 2020-Summer 2021 year, we anticipate approximately 2,700 students will be impacted with an estimated savings of up to $243,000 (Table 2). By adding successes 1 and 2 together, we can see that the program is already anticipated to impact an additional 4,500 MSU Denver students and save those students up to $434,000 in the coming academic year. This number will increase when we add the courses that will switch to OER in Spring 2021 as a result of our fall OER adoption stipends. Also, the full savings from the adaption/creation and scaling grants will not be realized until Fall 2021 because that is the semester SWK 1010 will be entirely using OER. Fall 2021-Summer 2022 estimates are 3700 students impacted for additional projected savings of up to $434,000 from the six OER adaption/creation and scaling projects alone (Table 3)."

"We are in the pilot phase of our course-marking initiative, where no-cost for materials courses are noted in the attributes section of fall courses in the course schedule. We have 111 courses for Fall 2020 flagged as no-cost for materials. In September we will roll out a larger pilot for marking both no-cost and low-cost for material courses ($40 or less) for Spring 2021."

MSU OER web page includes details on faculty working on OER with grant money: https://www.msudenver.edu/academic-affairs/studentinformation/openeducationalresources/

Challenges:

"OER tracking is data intensive and making connections between institutional data teams and the OER team is very important. We only recently gained access to institutional data, which should help make our reporting for our final report easier. The amount of time spent on data tracking and analysis is vastly higher than anticipated."

"Book ordering and setting up course sections for the following semester happen very far in advance (courses for spring 2021 are planned in September 2020, students start enrolling in October 2020). This has implications both for course marking and general OER adoption initiatives. Best practices are to work with faculty on OER transitions before the bookstore ordering deadline, although we have rushed that timetable this summer, in part due to COVID-19. Courses that add OER late cannot be course marked in a timely manner with respect to student enrollment."

Grantee Profile: Northeastern Junior College

Name of Grant: Removing Educational Barriers and Increasing Opportunities for Student Success in Colorado Criminal Justice Programs

Award Amount and Level: $4,000

Project Summary: "Dr. Dante Penington, Rebecka Cranwell, and Brian Lewton started an OER committee and Dante Penington began working on his courses to turn them into OER courses. Dante Penington focused on his Introduction to Criminal Justice course which had one the second most expensive textbook on campus at $260.00, so his goal was to decrease these costs, which he successfully completed throughout the semesters FA19 and SP20. Further, the OER committee identified one course which they could create OER materials for in order to start this integration for FA20."

Project Leaders: Rebecka Cranwell and Brian Lewton

OER Committee:
Rebecka Cranwell: rebecka.cranwell@njc.edu
Brian Lewton: Brian.lewton@njc.edu
Dante Penington: Dante.penington@njc.edu
Shelby Winchell: Shelby.Winchell@njc.edu
Timothy Opyt: Timothy.opyt@njc.edu
Debora Stump: debora.stump@njc.edu
Madeleine Ruble: Madeleine.ruble@njc.edu
Jody McKean: jody.mckean@njc.edu

Current Campus Impact: During the Grant Cycle Period

KPIs	Results at Institution
Estimated Cost-Savings for Students (in dollars)	$260 per student
Number courses address	1
Number of Students Reached (Enrollment)	45
Summary of Trends and Themes Regarding Pass, DFW Rates, and Student Success	DFW rates have decreased in the first year of OER implementation in CRJ 110

Resources Created and/or Adopted

Course Name	Number	Resource and Link
Introduction to Criminal Justice	CRJ 110	Introduction to the American Criminal Justice System

Highlights:

"At this time, the PIs have created courses that are also OER including ECO 201, COM 115, ENG 115, REA 130, CCR 094 and will implement them fully in FA 20. Further, in Jan.-Feb. of 2020, the team reached out to various departments and asked for support to integrate the use of OER throughout the campus. During this time, English professors discussed and agreed upon integrating OER for ENG 121 for FA20. This included a low-cost (under 25$ text, which meets NJC's OER definition that the OER team developed in Nov. 19.)."

"During FA20, concurrent enrollment students taking ENG 121 will purchase a textbook that is less than or equal to $25 and also utilize a press book OER text; the previous cost was 60 x 20 per class—cost is $1200, now the cost is $400, and savings of $800 per class. CRJ 110 had one of the highest textbook costs on campus, and it is fully OER. ENG 115 also had a high textbook cost roughly $100 x 20–cost is 2000, and it has become an OER course with no textbook cost. ECO 201 cost was roughly $70 per student before OER, now the cost will be $0 for a digital textbook."

"Overall, the data shows the OER integration in CRJ 110 is decreasing the DFW rate, and we believe that FA20 will bring the same data from other courses integrating OER curriculum. We also successfully integrated OER curriculum for ECO, CCR, CRJ, REA, ENG for the FA20-21 academic year."

Challenges:

"Learning how to train and communicate about OER integration with faculty and staff."
"How do we continue to do the work as we approach the COVID 19 pandemic and the possibility of continuous remote instruction? How do we teach students to use OER via remote instruction?"

Grantee Profile: Pueblo Community College

Name of Grant: Pueblo Community College OER Project

Award Amount and Level: $21,000, Institutional

Project Summary: The PCC OER Project has facilitated the creation/adoption of OER materials in 12 courses, potentially saving PCC students $74,847.86 each semester. These courses range from Communication courses to Accounting courses. The project also implemented an OER committee that consist of representatives from faculty and staff from around the campus.

Many more OER projects are in progress but were placed on hold do to the sudden switch to online, distance learning this spring. Those areas that had already starting using OER materials found the transition to remote learning easy and used this opportunity to fine tune materials. Many projects that were close to finished needed to be moved to the second cycle of the grant, while other 2nd cycle projects were completed for this cycle.

Project Leaders: Jeffrey Kenney

OER Committee: Most committees are on hold for the summer/fall 2020 due to enrollment and budget concerns.
Jeffrey Kenney, AEA, Jeffrey.kenney@pueblocc.edu
Colleen Boyle, Eng Faculty, Colleen.Boyle@pueblocc.edu
Matthew Sterner-Neely, ENG Faculty, Matthew.Sterner-neely@pueblocc.edu
Nancy Scofield, Instructional Designer, Nancy.Scofield@pueblocc.edu

Current Campus Impact: During the Grant Cycle Period

KPIs	Results at Institution
Estimated Cost-Savings for Students (in dollars)	$74,531.86
Number courses address	10
Number of Students Reached (Enrollment)	605
Summary of Trends and Themes Regarding Pass, DFW Rates, and Student Success	"There are no significant differences in the DFW rates prior to OER material utilization in the courses now using OER materials."

Resources Created and/or Adopted

Course Name	Number	Resource and Link
Introduction to ECE Lab Techniques	ECE 102	Observation and Assessment in Early Childhood Education Child Growth and Development
Psychology of Death and Dying	PSY 227	On Death and Dying
Literature of Women	LIT 246	Writing the Nation; English Literature: Victorians and Moderns; Becoming America
Logic	PHI 113	Introduction to Logic and Critical Thinking by Matthew Van Cleave Fundamental Methods of Logic by Matthew Knachel
Career Communication	COM 105	Business Communication Skills for Manager
Interpersonal Communication	COM 125	Interpersonal Communications Textbook
American Government	POS 111	American Government
Accounting Principles I	ACC 121	Principles of Accounting Volume 1
Accounting Principles II	ACC 122	Principles of Accounting Volume 2
Tech Writing	ENG 131	Open Technical Communication

Highlights:

"The greatest successes are from the level of passion individual faculty, staff and instructors have once OER material has been located or created. Faculty and instructors are taking pride in the OER materials they have found. This pride resonates with the students."

Challenges:

"While many OER textbook have already been created for the most popular course areas, faculty and instructors are sometimes hesitant to make textbook choices for large courses. When a part time instructor wanted to look for OER material for a course that multiple faculty and instructors teach, she was concerned about forcing the other teachers to use what she found. The OER committee will need to work to gain more by-in form full time faculty and department chairs."

Grantee Profile: Pikes Peak Community College

Name of Grant: Pikes Peak Community College OER 2

Award Amount and Level: $51,000, Institutional

Project Summary: "To replace costly textbooks/materials with low-cost OER textbooks/materials in high-enrollment, high-impact courses while also ensuring that textbooks/materials are adapted into accessible formats that will benefit all students. These accessible formats allow for all students to benefit from the shift to OER, as the materials function correctly with assistive technology and software such as screen readers. This is a continuation of the progress that PPCC made during the first round of the CDHE OER Grant Cycle."

Project Leaders: Marc Nash

OER Committee: *Implementation Committee*: Marc Nash, OER Specialist/Coordinator; Dr. Josh Baker, Vice President of Instruction; Dr. Kristin Watkins, Director of Grants; Jacquelyn Gaiters-Jordan, Associate Vice President of Academic Resources; Fran Hetrick, Dean of Communications, Humanities, and Technical Studies; Rob Hudson, Dean of Business, Public Service, and Social Science; Kris Johnson, Dean of Health and Sciences; Joe Southcott, Dean of Math and English..
PPCC Institutional Committee Current Members (Full Formation September 2019): Marc Nash (Chair), Emily Forand (Faculty), Amy Filipiak (Faculty), Sarah McMahon (Faculty).

Current Campus Impact: During the Grant Cycle Period

KPIs	Results at Institution
Estimated Cost-Savings for Students (in dollars)	$2,822 (total per student column)
Number courses address	16
Number of Students Reached (Enrollment)	3860 (estimate from prior AY)
Summary of Trends and Themes Regarding Pass, DFW Rates, and Student Success	"The OER Project in the first year of the grant showed that OER either had the same academic performance as costly publisher materials, or that students had increased academic performance...Student Success with OER has been shown to be about the same or better when converted to OER."

Resources Created and/or Adopted

Course Name	Number	Resource and Link
Intro to Business	BUS 115	n/a
Database Design & Development	CIS 240	n/a
Intro to Criminal Justice	CRJ 110	n/a
Principles of Management	MAN 226	n/a
Social Psychology	PSY 226	n/a
Intro to Philosophy	PHI 111	n/a
Spanish for Healthcare	SPA 115	n/a
20th Century History	HIS 247	n/a
Modern China	HIS 243	n/a
History of Technology	HIS 218	n/a
Organizational Communication	COM 225	n/a

Applied Metal Properties	WEL 264	n/a
Trigonometry w/lab	MAT 122	n/a
Intro to Chemistry I w/Lab	CHE 101	n/a
Historical Geology	GEY 112	n/a
Conservation	ZOO 117	n/a

Highlights:

"All materials created as part of this project meet the requirements of Web Content Accessibility Guidelines 2.1 AA; which signifies the materials work with a wide-variety of assistive technology and software. Furthermore, the materials are coded in HTML to allow for easy conversion to other formats."

"The OER Project in the first year of the grant showed that OER either had the same academic performance as costly publisher materials, or that students had increased academic performance. Furthermore, surveys done via the course evaluation software showed many comments on student satisfaction at having OER available for their courses. The hope is this continues with the second round of the grant."

"So far, PPCC has saved students over $2.5 Million Dollars in textbook costs due to the use of OER materials in curriculum as part of past Grant/Non-Grant activities. It is estimated that the CDHE OER Grant #2 will allow PPCC to save students an additional $500,000 per Academic Year in textbook costs (Estimated based on Existing Resource Cost multiplied by AY 19 Enrollment Figures, COVID will alter enrollment most likely)."

"Another success has been the adoption of OER in the Math and Chemistry Departments. As both departments have had issues in adopting OER in the past. MAT 122 was the first widespread implementation of WebWork at PPCC. WebWork is a zero-cost alternative to expensive math platforms such as Pearson MyMathLab. The hope is that this big first step, will lead to more math courses switching from expensive publisher platforms/resources."

PPCC OER Libguide: https://libguides.ppcc.edu/OER

Challenges:

"More expertise is needed at the state level to ensure support for smaller schools."

"Transitioning to OER requires significant investment of OER Expert(s) and Faculty. In some cases due to COVID, this has resulted in some courses having to switch in terms of OER adoption with regards to the grant. For example, one course is still to be determined, another had to be changed from MAT 121 to HIS 218. The hope is that this will be less of an issue once Higher Education adapts to the changing landscape caused by COVID."

"Continued Maintenance of OER requires a solution, as faculty will be seeking compensation for their time and energy. Right now, a lot of it is on the faculty's shoulders, the hope is to create a standing budget item that will fuel innovation in terms of OER creation/adaptation by the faculty. Especially with the concern that the CDHE OER Grant money will end at some point in the near future."

Grantee Profile: Red Rocks Community College

Name of Grant: Red Rocks Community College OER Pathway

Award Amount and Level: $46,000, Institutional

Project Summary: "The extension of the OER Pathway at RRCC will grow the AA and AS pathways each to 95% OER option (growth from the current 75%) and add new OER options for DwD tracts in Mathematics, Biology, Criminal Justice, and Geology. Additionally the project includes training and stipends for faculty to expand the culture of embracing OER."

Project Leaders: Nicole Lacroix (until 6/15/2020) Karen Neville (after 6/15/2020)

OER Committee:

Karen Neville, Library Director	Karen.Neville@rrcc.edu
Mike Coste, Dean of Instruction	Mike.coste@rrcc.edu
Jon Johnson, Director Inst. Technology	Jon.johnson@rrcc.edu
Brenda Forland, Math Faculty	Brenda.Forland@rrcc.edu
Martha Stevens, Math Faculty	Martha.stevens@rrcc.edu
Brandon English, Chemistry Faculty	Brandon.English@rrcc.edu
Brian Yates, Spanish Faculty	Brian.yates@rrcc.edu
Jenning Prevatte, Education Faculty	Jenning.Prevatte@rrcc.edu
Meredith Hibit, Spanish Faculty	Meredith.Hibit@rrcc.edu
Amy Buckingham, Psychology Faculty	Amy.Buckingham@rrcc.edu
Paul Le, Biology Faculty	Paul.le@rrcc.edu
Sandra Sajbel, English Faculty	Sandra.Sajbel@rrcc.edu
Soomin Hess-Chun, Poli Sci. Faculty	Soomin.Chun-Hess@rrcc.edu

Current Campus Impact: During the Grant Cycle Period

KPIs	Results at Institution
Estimated Cost-Savings for Students (in dollars)	$1,463.10 (total per student column)
Number courses address	16
Number of Students Reached (Enrollment)	n/a
Summary of Trends and Themes Regarding Pass, DFW Rates, and Student Success	"Although many factors contribute to changes in success rates, there is a correlation between increases in performance, particularly in Math and Science courses."

Resources Created and/or Adopted

Course Name	Number	Resource and Link
English Composition 1	ENG 121	n/a
English Composition II	ENG 122	n/a
Physical Geology w/Lab	GEY 111	n/a
Historical Geology w/Lab	GEY 112	n/a
Environmental Ethics	PHI 218	n/a
Calculus III/Engineer App	MAT 204	n/a
Intro to Political Science	POS 105	n/a
Intro to Criminal Justice	CRJ 111	n/a
Victimology	CRJ 257	n/a
Teaching, Learning & Technology	EDU 261	n/a
Conversational Spanish I	SPA 101	n/a
Math for Liberal Arts	MAT 120	n/a
Diff Eq/Engineer Application	MAT 261	n/a

Organic Chemistry II w/Lab	CHE 212	n/a
General College Biology I	BIO 111	n/a
General College Biology II	BIO 112	n/a

Highlights:

"Focus of project is to design OER pathways including courses from all GT categories working toward a zero degree. In addition, the entire math department collaborates on moving all the courses to OER and is collaborating with other metro colleges in the programing of WebWorK. The OER committee is made up of faculty, librarians, and instructional designers. Also, faculty from other metro colleges have reached out to our psychology department for OER resources. Continued OER work from this cohort will focus on involving more faculty to expand across multiple courses and sections to adopt material created for this grant participation."

Challenges:

"Internally, the grant administration and monitoring was a serious challenge. As such, we developed a new process for monthly reporting."

Grantee Profile: Trinidad State Junior College

Name of Grant: OER Integration in Occupational Safety and Health Technology Online Courses

Award Amount and Level: $7,500

Project Summary: "This grant is being utilized for review, adoption, adaptation, and creation of OER for use in six online Occupational Safety and Health (OSH) courses in the Occupational Safety and Health (OSHT) online AAS degree and certificate programs at Trinidad State Junior College. The OSHT program is unique because it is the only safety and health degree at any educational level in the state of Colorado; it is also the only Associate degree safety program in the entire world that is accredited by ABET (Accreditation Board for Engineering and Technology, www.abet.org), through the Applied and Natural Science Accreditation Commission.

One new course will be developed for online delivery, OSH 100 Intro to Occupational Safety and Health, and five existing online courses are being revised to incorporate OER: OSH 146 Hazardous Materials, OSH 226 Intro to Ergonomics, OSH 245 Safety Program Administration, OSH 248 Safety Training Methods, and PSY 268 Organizational Psychology (OSHT program-developed for online delivery and taught by OSHT part-time instructor, as a required course for OSHT majors).

The primary benefits of this work will be to reduce textbooks costs; provide OSHT online students immediate access to course materials, rather than having to wait for textbooks to arrive (sometimes a week or two after the course start date); and facilitate easier updating of one or more portions of a course during or between semesters."

Project Leaders: Jocelyn King, MSEd., Dr. Linda Rowley

OER Committee: "To date, there is not an institutional OER committee at Trinidad State. However, a plan is in place to start an inter-institutional committee that includes both Trinidad State campuses (Trinidad and Alamosa) and Adams State College in Alamosa. Ms. King and Dr. Rowley have been in communication with Amanda Langdon-DeVaul, Adams State librarian and lead for their campus-wide OER initiative, who is fully supportive of this OER committee plan. Faculty/instructors and a student from each campus will be recruited, as well, with the beginning of the upcoming fall semester."

Names/Titles/Emails:
> Jocelyn King, OSHT Program Chair and Instructor, Trinidad State Junior College.
> jocelyn.king@trinidadstate.edu
> Dr. Linda Rowley, OSHT Part-time Instructor, Trinidad State Junior College.
> linda.rowley@trinidadstate.edu

Amanda N. Langdon-DeVaul, Access Services & Distance Learning Librarian; Interlibrary Loan Manager (CLZ); Lead on Campus-Wide OER Initiative, Nielsen Library, Adams State University. anlangdon@adams.edu

Current Campus Impact: During the Grant Cycle Period

KPIs	Results at Institution
Estimated Cost-Savings for Students (in dollars)	$267.95 (total per student column)
Number courses address	2
Number of Students Reached (Enrollment)	n/a
Summary of Trends and Themes Regarding Pass, DFW Rates, and Student Success	n/a

Resources Created and/or Adopted

Course Name	Number	Resource and Link
Introduction to Ergonomics	OSH 226	Production Ergonomics: Designing Work Systems to Support Optimal Human Performance
Organizational Psychology	PSY 268	Organizational Behavior

Highlights:

"One obvious success has been simply getting started! Locating some excellent textbook resources and finding multiple places to search for various types of OER has been enlightening and educational. Because we have previously located many online or downloadable resources to supplement traditional textbooks within the OSHT online courses, we are finding those useful as we locate more of those "piecemeal" resources where complete textbooks on the subject matter are not available."

"Our collaboration with the OER-passionate librarian at Adam State University has provided resources of which we were not previously aware, despite feeling as though we had spent hours, days, and weeks researching every possible OER web site and database known to mankind! This collaboration is sure to enhance our future efforts with OER, through guidance from someone with more knowledge and experience in the OER realm than we currently have."

Challenges:

"Currently, progress is slightly behind for this grant reporting period, primarily due to time spent at the beginning of the grant period adjusting to changes required by the COVID-19 situation."

Grantee Profile: University of Colorado Denver

Name of Grant: ThinqPress: Open Education Infrastructure for OER Publication and Community of Practice

Award Amount and Level: $30,000, Institutional

Project Summary: "This initiative aggregates resources, community, and momentum around an open education infrastructure (OEI) termed ThinqPress that is hosted, promoted, and sustained by ThinqStudio at CU Denver. ThinqPress is an open-access (OA) press that enables faculty, students, and programs to co-publish OER textbooks, journals, and courses. The inaugural activity of ThinqPress is one open-access and peer-reviewed publication created via a partnership with the Leadership for Educational Equity in Higher Education concentration, a doctoral program in CU Denver's School of Education and Human Development."

Project Leaders: Jeremiah (Remi) Kalir, Diane Hegeman, Brad Hinson

OER Committee:
Scott Bauer, Professor and Associate Dean, Leadership for Educational Equity in Higher Education concentration, SEHD, scott.bauer@ucdenver.edu
Brian DeLevie, Student, Leadership for Educational Equity in Higher Education concentration, SEHD, brian.delevie@ucdenver.edu
Diane Hegeman, Clinical Assistant Professor, Leadership for Educational Equity in Higher Education concentration, SEHD, diane.hegeman@ucdenver.edu
Kim Poast, Instructor, Leadership for Educational Equity in Higher Education concentration, SEHD, kimberly.poast@ucdenver.edu
Elena Sandoval-Lucero, Instructor, Leadership for Educational Equity in Higher Education concentration, SEHD, elena.sandoval-lucero@ucdenver.edu

Current Campus Impact: During the Grant Cycle Period

KPIs	Results at Institution
Estimated Cost-Savings for Students (in dollars)	n/a
Number courses address	8
Number of Students Reached (Enrollment)	74 (one course summer 2019-fall 2020)
Summary of Trends and Themes Regarding Pass, DFW Rates, and Student Success	n/a

Resources Created and/or Adopted

Course Name	Number	Resource and Link
Leadership in Education	EDUC 7100	n/a
HE Policy & Governance	EDUC 7600	n/a
HE Finance & Strategic Resource Allocation	EDUC 7640	n/a
Contemporary Issues in HE	EDUC 7620	n/a
Power & Privilege	EDFN 7410	n/a
Org. Performance in Educational Contexts	EDUC 7230	n/a
Strategic Enrollment Management in HE	EDUC 7610	n/a
Data-Informed Decision-Making & predictives in HE	EDUC 7650	n/a

Highlights:

"Over the past four months, our team has established ThinqPress' first partnership between the Leadership for Educational Equity in Higher Education concentration, a doctoral program in CU Denver's School of Education and Human Development, and ThinqStudio. Together, this partnership has made progress toward the publication of one open-access and peer-reviewed OER publication."

Challenges:

"We are in the process of learning strategies for flexibility and coordination amidst great academic and institutional uncertainty accompanied by a shift to online teaching, learning, and project collaboration."

Grantee Profile: University of Northern Colorado

Name of Grant: Open Educational Resources: Scaling up at the University of Northern Colorado

Award Amount and Level: $42,874.64, Institutional

Project Summary: "These are the intended outcomes of UNC's project.

Address affordability: Save an additional 1,000 students collectively $100,000 during the fall 2020 semester, a significant increase from our pilot grant.

Elevate OER: 1. Double disciplinary participation in the grantees to include faculty from at least four additional disciplines. 2. Expand understanding and encourage participation by at least 100 faculty through our professional development offerings such as workshops and textbook review mini-stipend, and awareness building through textbook listening tours reaching at least four departments.

Encourage innovation: 1. Increase collaboration in departments that have made headway using OER with the grants and build in those areas toward an OER major or zero textbook costs in the major. 2. Provide professional development in areas of noted interest like open pedagogy, culturally responsive pedagogy, and accessibility, and expose the innovative side of OER (in addition to the cost-savings benefits). 3. Build expertise among UNC faculty in the use and customization of OER.

Align with institution: UNC's Strategic Engagement and Student Success (SESS) Initiative highlights student-centered work and the need for increased retention. Incorporate OER as a key component of the affordability discussions in the SESS initiative. Leverage OER to build on UNC's strengths of a diverse student body and tradition of innovation in teaching."

Project Leaders: Jennifer Mayer, MLIS and Oscar Levin, PhD

OER Committee:

Ryan Darling, Assistant Professor of Psychological Sciences, ryan.darling@unco.edu
Matt Farber, Assistance Professor of Teacher Education, matthew.farber@unco.edu
Joe French, Professor of Finance, joseph.french@unco.edu
Susan Keenan, Professor of Biological Sciences, susan.keenan@unco.edu
Oscar Levin, Associate Professor of Mathematical Sciences, oscar.levin@unco.edu
Willy Maxwell, UNC Bookstore and Fan Shop Manager, William.maxwell@unco.edu
Jen Mayer (Chair) Associate Professor and Head, Library Research Services, jen.mayer@unco.edu
Lyda McCartin, Interim Director, Center for the Enhancement of Teaching & Learning, lyda.mccartin@unco.edu
Christine Moritz, Associate Professor of French, Christine.moritz@unco.edu

Bret Naber, Chief Information Officer, Assistant Vice President, bret.naber@unco.edu
Becky Smith, Director, Disability Resource Center, rebeccaj.smith@unco.edu
Stephanie Wiegand, Associate Professor and Online Learning Librarian,
stephanie.wiegand@unco.edu

Current Campus Impact: During the Grant Cycle Period

KPIs	Results at Institution
Estimated Cost-Savings for Students (in dollars)	$1,581 (total of per student column)
Number courses address	14
Number of Students Reached (Enrollment)	1234 (AY 2019-2020)
Summary of Trends and Themes Regarding Pass, DFW Rates, and Student Success	n/a

Resources Created and/or Adopted

Course Name	Number	Resource and Link
Organisms to Ecosystems	BIO 111	Biology 2e
Children's Literature	EDEC 315	The Inside, Outside, and Upside Downs of Children's Literature: From Poets and Pop-ups to Princesses and Porridge by Dr. Jenifer Schneider.
Elem Teaching in CLD Set	EDEL 250	NA
Intermediate Literacy	EDEL 455	NA
Academic Language/Literacy Development in the Content Areas at the Secondary Level	EDRD 340	NA
Survey of American Literature	ENG 211	NA
Principles of Nutrition	FND 250	Writing own notes
Introduction to Human Services	HUSR 205	NA
Introduction to Music	MUS 140	Music: Its Language, History, and Culture, by Douglas Cohen

Current Issues in Health Care	NURS 440	NA
Statistics for Life Sciences	STAT 250	Statistics Using Technology (2nd Ed.) by Kathryn Kozak, 2015.
Observation and Analysis of Secondary Teaching I	STEP 161	NA
Observation and Analysis of Secondary Teaching II	STEP 262	NA
Clinical Experience: Secondary	STEP 363	NA

Highlights:

"Seven individual faculty members received the $2,000 stipend and 4 pairs or teams were each awarded $3,000. The disciplines represented include teacher education, music, social studies, biological sciences, mathematics, nutrition and dietetics, human services, English, and nursing. The stipends will be used to completely transform an existing course to use open educational resources. Once the classes are taught in fall 2020, the estimated savings for students as a result of these stipends is approximately $146,000."
"The fact that eighteen faculty applied for the OER stipends this round, versus four faculty in our pilot grant, is a success, as it shows a significant increase in interest in OER from UNC faculty."

Challenges:

"Lessons learned so far is to be flexible, in terms of our professional development offerings, we will need to determine how to offer these online given COVID-19."

<p style="text-align: center;">**Grantee Profile: Western Colorado University**</p>

Name of Grant: "Western's Innovation Network for OER: Year 2 (WIN for OER)

Award Amount and Level: $23,100, Institutional

Project Summary: During the second year of OER adoptions, Western will adopt an incredibly efficacious programmatic approach. With the full support of faculty in the Communications and English Department (CALL), Western will adopt OER for all English 099, English 102, and Communications 202 classes. These are GE classes that almost all students are required to take at Western Colorado University and ENG 102 and COM 202 are guarantee transfer courses in Colorado. During Spring and Fall 2019, these courses represent 736 students across 36 sections.

This approach will bring together an entire department to build a curriculum that is accessible and OPEN. Senior faculty will support junior and adjunct faculty in order to build a new curriculum, including a Canvas blueprint course, adoptable syllabi for new faculty, and a pool of resources that can be used at faculty's discretion. Four or five faculty members will be given stipends to do the work during the spring and summer of 2020 with many classes adopting the new curriculum in Fall 2020 and all being expected to adopt no later than Spring 2021. Stipends will only be available to faculty directly involved in selecting new resources, but training and professional development will be available to all. Trainings from outside organizations will be targeted and at least one on-campus workshop for all will be developed.

This approach will include more faculty, influence outcomes for more students, and bring together an entire department to build OER at Western Colorado University for a similar investment as last year.

Students are currently paying between $73.49 and $127.98 in textbook costs for these three classes in 2019-2020. The adoption of OER will create a savings of $78,350 for students based on current enrollment numbers in 2020-2021. With the support of this grant, we will be eliminating the following costs for Western students:
Retail for English 099 books in 2019 = $73.49
Retail for English 102 books in 2019 = $127.98
Retail for Com 202 in 2019 = $92.99

As in year one, faculty members will complete surveys throughout this process to track their progress and experience. These surveys will provide feedback and statistics to CDHE and build future momentum for OER with other faculty and departments. We expect textbook savings to create greater retention and persistence through this sequence of classes. This will affect between 700 and 800 students a year based off current and historical enrollment levels.

Project Leaders:
Mr. Dustin Fife / Director of Library Services / dfife@western.edu / 970.943.2278
Ms. Nicole Becwar / Technical Services Librarian / nbecwar@western.edu / 970.943.2399

Ms. Kimberly Yadon / Writing Coordinator / kyadon@western.edu / 970.943.7091

OER Committee:
Mr. Dustin Fife / Director of Library Services / dfife@western.edu / 970.943.2278
Ms. Nicole Becwar / Technical Services Librarian / nbecwar@western.edu / 970.943.2399
Ms. Kimberly Yadon / Writing Coordinator / kyadon@western.edu / 970.943.7091
Dr. Melanie Hulbert / AVP Academic Affairs / mhulbert@western.edu / 970.943.1011

Current Campus Impact: During the Grant Cycle Period

KPIs	Results at Institution
Estimated Cost-Savings for Students (in dollars)	$78,350.00
Number courses address	3
Number of Students Reached (Enrollment)	n/a
Summary of Trends and Themes Regarding Pass, DFW Rates, and Student Success	n/a

Resources Created and/or Adopted

Course Name	Number	Resource and Link
n/a	ENG 099	n/a
n/a	ENG 102	n/a
n/a	COM 202	n/a

Highlights:
"The department has agreed that all faculty will adopt the new curriculum by the Spring 2021 semester, though many will begin in August 2020."
"The materials have been built. Adoption is the next step beginning in August 2020. This will affect between 700 and 800 students a year based off current and historical enrollment levels. This series of courses have the highest enrollment at Western Colorado University and also are GT Pathways and General Education."
"Because of senior faculty and leadership buy in, the CALL department plans to use this new curriculum for the foreseeable future. They used the last curriculum for at least fifteen years, so this should become a sustainable approach."

Challenges:
"The timeframe from March to August is perfect for individual adoptions, but for programs, starting in October or November might be better if we want full adoption in the Fall."
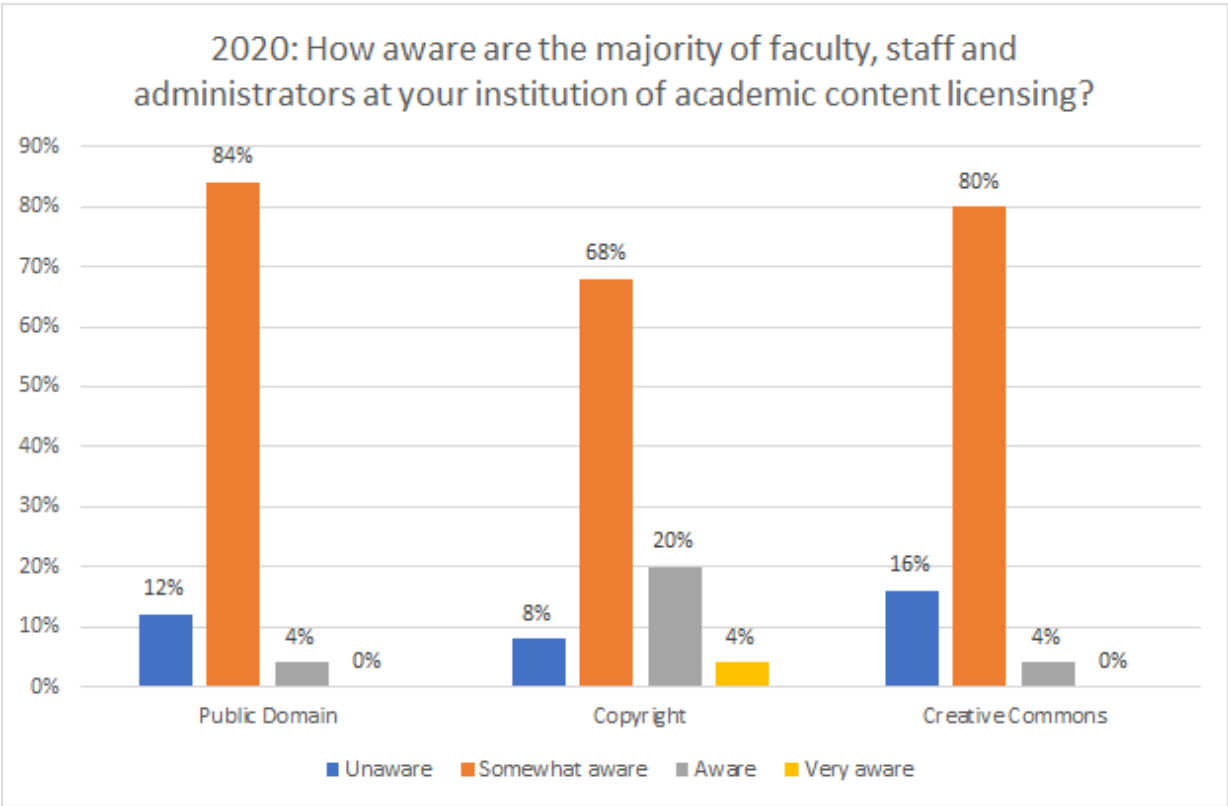
2020 OER Grantee Survey

The following is a collection of survey response summaries and themes from the most recent survey of Open Educational Resources (OER) on Colorado campuses. The survey was conducted as part of the 2020 OER Grant Program reporting process, and required of grantees. There survey questions were inspired by the CDHE's 2017 report on OER, which also included an institutional survey. Surveys were limited to one submission per institution. In the evident of duplicate responses, the CDHE selected the survey response from the institutional grant primary investigator or the librarians' submission, as a default. The CDHE retains the full survey results.
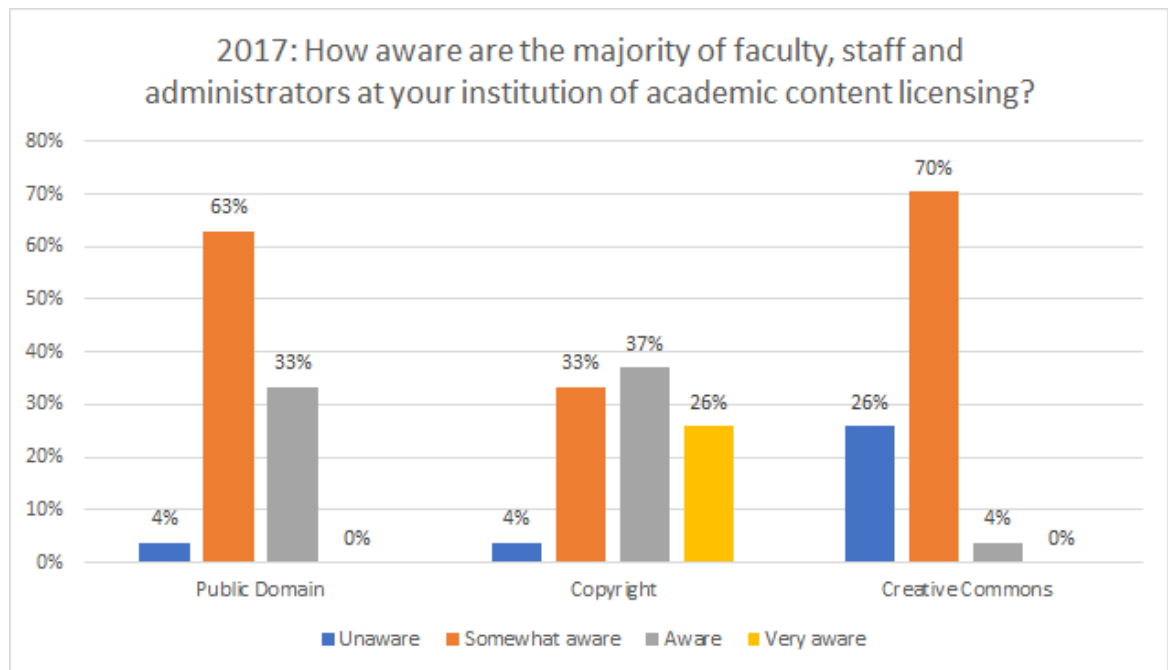
Survey Analysis
Overall themes include large increases in the amount of OER champions on campuses, institutions tracking student cost savings, and administration support of OER.

1. Of the three questions on licensing academic content, Creative Commons was the only one to have seen an overall increase in awareness from 2017. Grantees reported a 21% increase in colleagues who were "somewhat aware" of public domain, but there was a higher decrease (-29%) in those who were "aware." Similarly for knowledge on copyright, those who were "aware" or "very aware" dropped while there were significant increases for colleagues who were both "somewhat aware" or "unaware."

    a.

2017: How aware are the majority of faculty, staff and administrators at your institution of academic content licensing?

b.
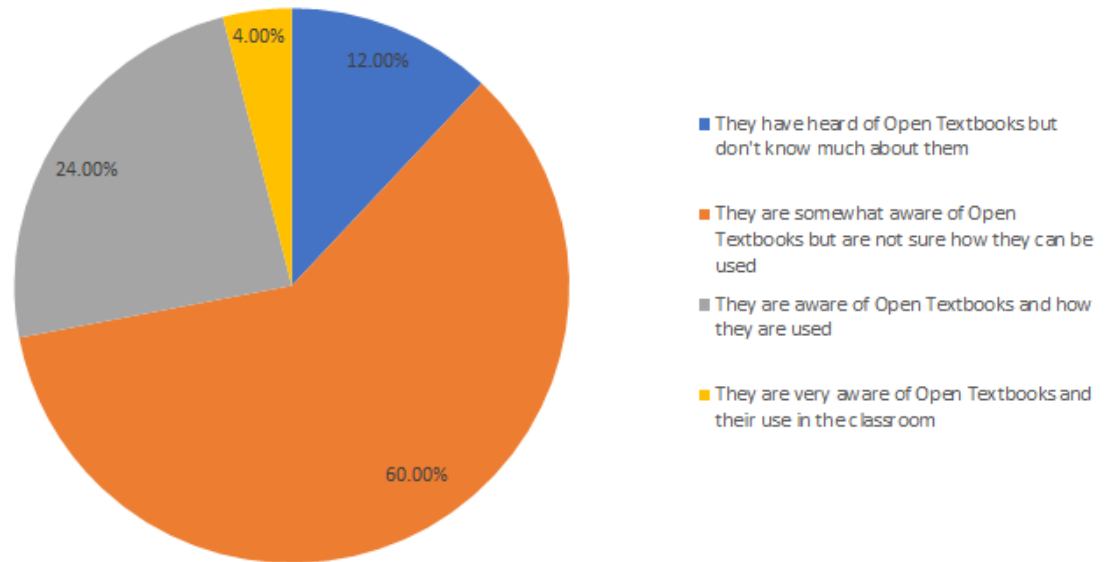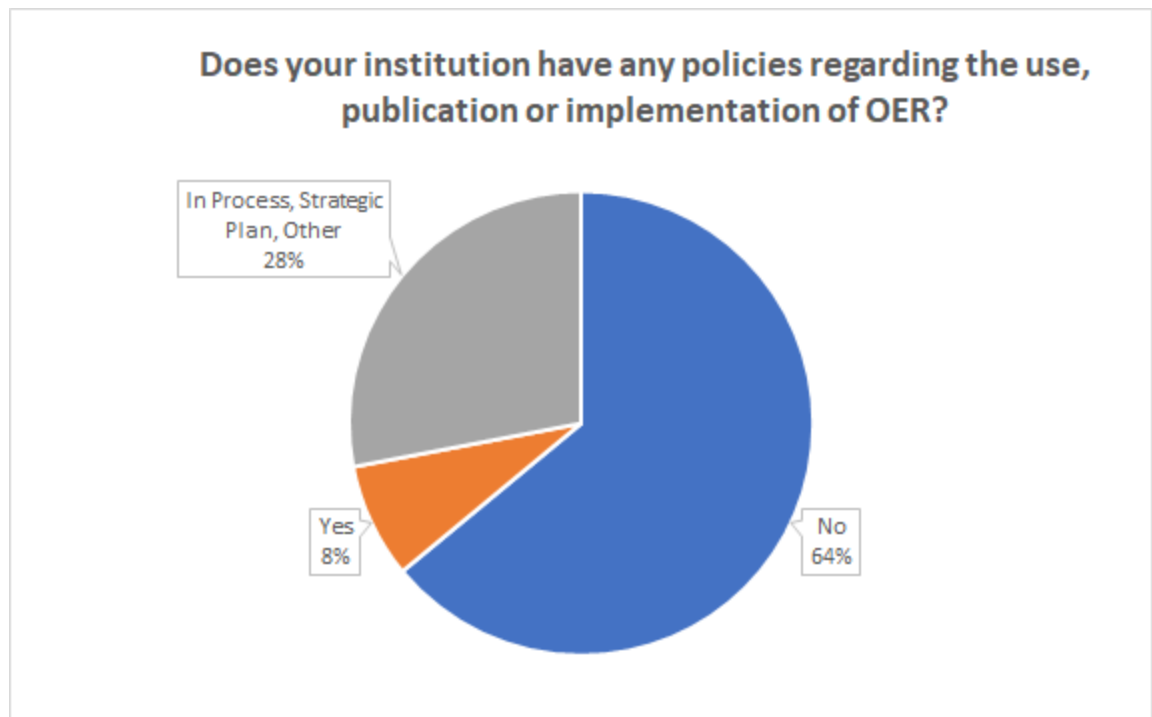
2. Faculty, staff, and administrators are also increasingly more aware of OER or open textbooks, with 100% of grantees saying the majority of their colleagues have at least heard of open textbooks. While over a quarter of grantees said colleagues at their institutions are "aware", or "very aware", of open textbooks and how they are used.

Generally, how aware are the majority of faculty, staff and administrators at your institution of open educational resources (OER) or open textbooks?

- 12.00% — They have heard of Open Textbooks but don't know much about them
- 60.00% — They are somewhat aware of Open Textbooks but are not sure how they can be used
- 24.00% — They are aware of Open Textbooks and how they are used
- 4.00% — They are very aware of Open Textbooks and their use in the classroom
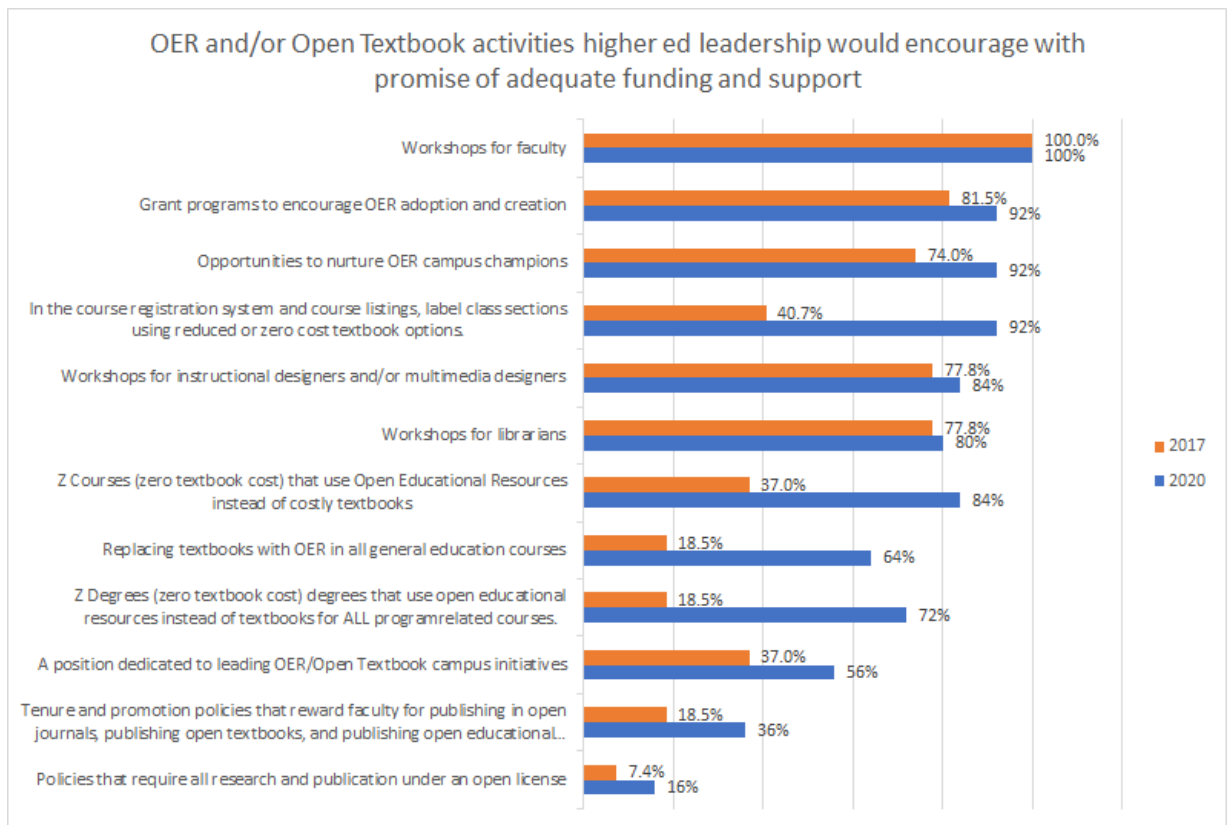
a.

3. In 2017 no survey participants reported having institutional policies around OER. This number has increased to 8% and several other participants shared their institutions included OER as part of other initiatives or were in the process of creating OER policies.

Does your institution have any policies regarding the use, publication or implementation of OER?

In Process, Strategic Plan, Other
28%

Yes
8%

No
64%

a.

4. There's been a surge in administrative support for OER activities. Similarly to 2017, the two top activities to be supported by admin in 2020 include: faculty workshops and grant programs to encourage OER. The largest increases from 2017 to 2020 include activities related to: replacing gen ed texts with OER (18.5% to 64%), creating Z degrees (18.5% to 72%) and Z courses (27% to 84%), and having an open license research policy (7.4% to 16%).

   a. Lower total support for changing institutional policies, while individual/small group training and funding has highest support. Champions not policies -- same as 2017, but a noticeable increase in support for almost all these areas

OER and/or Open Textbook activities higher ed leadership would encourage with promise of adequate funding and support

b.

5. Low cost materials was most defined as ranging between $10-$30

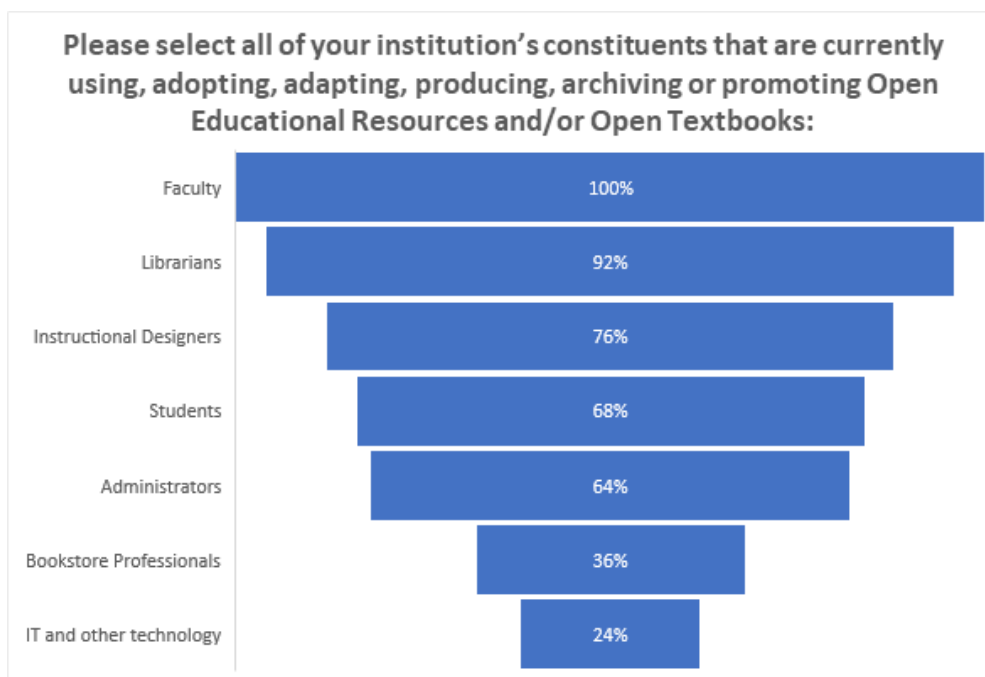How does your institution define "low-cost" course materials?
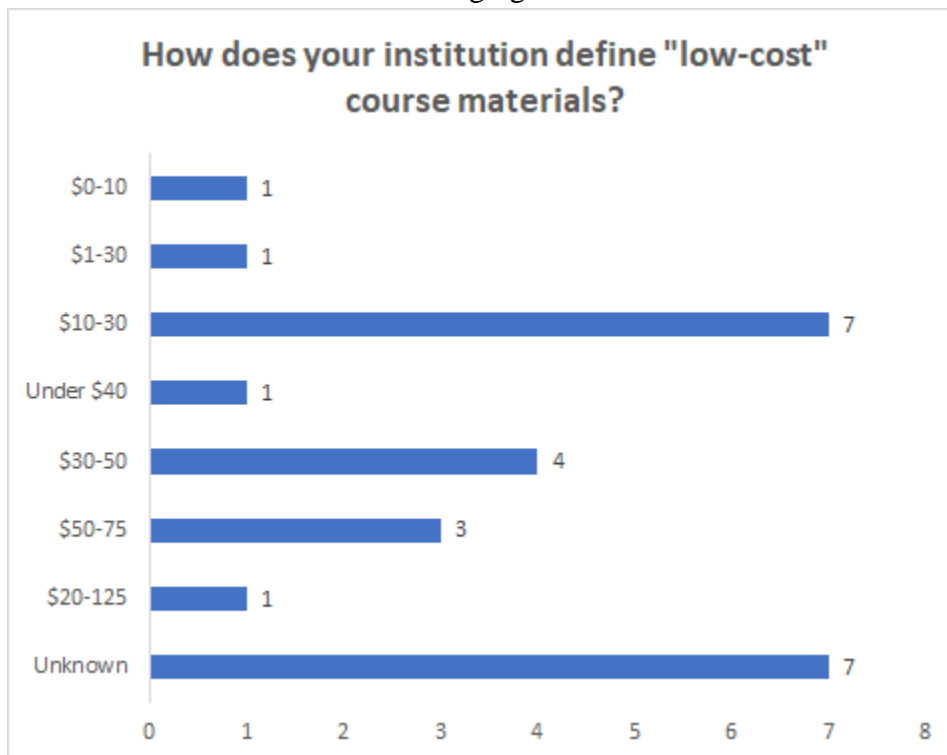
a.

SURVEY RESULTS:

1. Reduce student costs: Decline in "major" but 1.5% increase in "moderate" concern and no one said "neutral" compared to 3.7% in 2017
2. Champions: Significant increase in faculty and librarians, as almost all respondents included both as champions in 2020. Third and fourth place remain the same with ID and students (respectively) who each gained over 20% as well from 2017 ([image link](#))

a.

Please select all of your institution's constituents that are currently using, adopting, adapting, producing, archiving or promoting Open Educational Resources and/or Open Textbooks:

Constituent	Percentage
Faculty	100%
Librarians	92%
Instructional Designers	76%
Students	68%
Administrators	64%
Bookstore Professionals	36%
IT and other technology	24%

b.
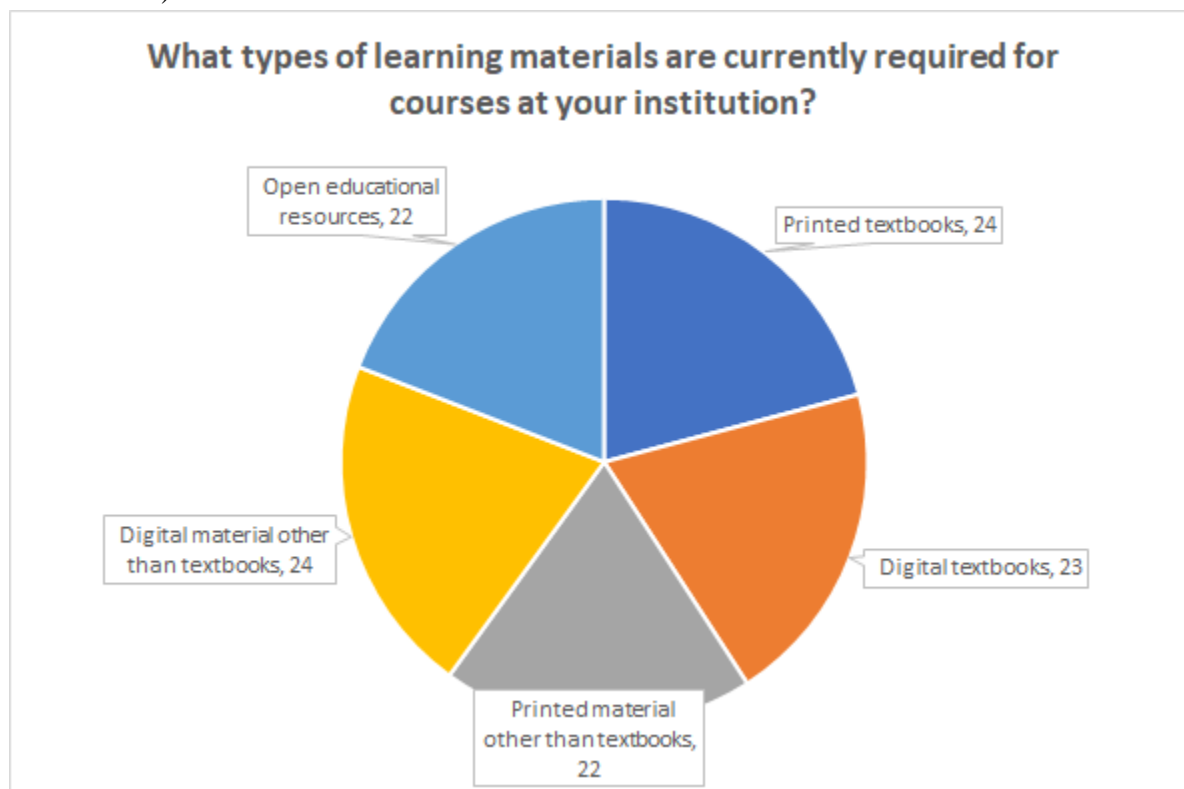3. OER[1]: Open textbooks: 20% increase in "somewhat aware" but an increase of over 6 times in "aware" (3.7%% to 24%) and 0% to 4% gain for "very aware"
    a. OER: 5% increase in "somewhat aware" but an increase of over 3 times in "aware" (7.4%% to 24%) and 0% to 4% gain for "very aware"

---

[1] Q3 combined OER and open textbooks (vs 2017 had two separate questions) which could skew comparisons.

4. Public Domain: 21% increase in "somewhat aware", but higher decrease in "aware"
5. Copyright: doubled "somewhat aware" but drop in "aware" and "very aware" while "unaware" increased 4% to 8%[2]
6. Creative Commons: Balanced decrease in "unaware" and increase in "somewhat aware", same "aware"
    a. only question on licensing with a positive change from 2017
7. Required learning materials: hard to compare, questions too different
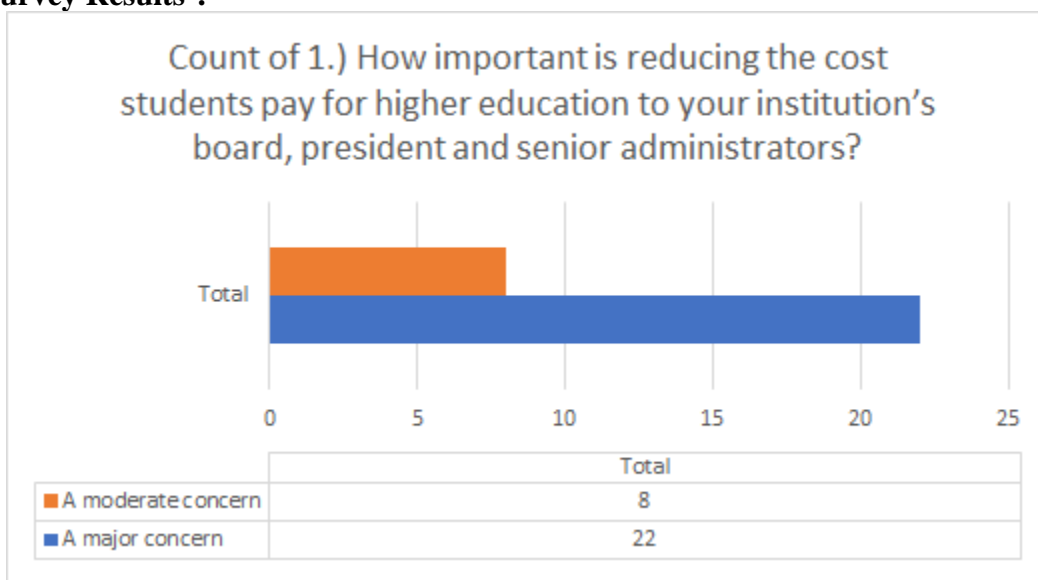   a. Most participants used a combo of all options (1 did not complete this question, so out of 24):

What types of learning materials are currently required for courses at your institution?

- Open educational resources, 22
- Printed textbooks, 24
- Digital textbooks, 23
- Printed material other than textbooks, 22
- Digital material other than textbooks, 24

    b.
8. Policy: increase in institutional policies, from 0% to 8% "yes", decrease from 100% to 64% "no", and several institutions (28%) reporting policies or other initiatives are in process just not implemented yet
9. OER activities: 2020 (2017)- faculty workshops 100% (100%), *grant programs to encourage OER 92% (81.5%)*, *opportunities to nurture OER champions 92% (74%)*, **course registration labels 92% (40.7%)**, ID workshops 84% (77.8%), librarian workshops 80% (77.8%), **Z courses 84% (37%)**, **replace gen ed texts with OER 64% (18.5%), Z degrees 72% (18.5%)**, *OER position 56% (37%)*, **Tenure and promo policies 36% (18.5%), Open license research policy 16% (7.4%)**

---

[2] Decrease in both public domain and copyright knowledge from 2017 – is presumed to be a result of the grant program's focus on Creative Commons over other forms of open content.

a. Why are librarian workshops less encouraged compared to faculty, and even ID? Is it a survey respondent bias (i.e. faculty person who doesn't interact with librarians much) or are librarians less supported by admin?
   b. Lower support for changing institutional policies and practices, while individual/small group training and funding has highest support. Champions not policies -- same as 2017, but a noticeable increase in support for almost all these areas
10. Tracking student cost savings: 11% to 40% "yes" with 12% in the works or potential for future tracking compared to 2017 with 88.9% "no" vs 24% in 2020
   a. Results may be different across institutions as they start implementing their own methodologies making tigard to compare statewide (or nationally)
11. Low cost material: new question; majority $10-30
12. Admin adopting OER support: new question; 40% somewhat actively, 24% actively, 20% neutral, 4% not actively
13. Courses offering OER: new question; a lot of "I don't knows" or variations of; 3 said between 21-33%, 2 between 11-20%, and 10 between 1-10%
   a. One participant left blank
   b. 24 responses, 15 (63%) reported 1-33% of courses,

2020 Survey Results[3]:

Count of 1.) How important is reducing the cost students pay for higher education to your institution's board, president and senior administrators?

	Total
A moderate concern	8
A major concern	22

1.
    a.   Major Concern 73%
    b.   Moderate Concern 27%

Administrators InstructionalDesigners Faculty Librarians Students Bookstore Professionals IT and other technology

2.
    a.   29 Faculty 97%
    b.   28 Librarians 93%
    c.   22 Instructional Designers 73%
    d.   20 Students 67%
    e.   19 Administrators 63%

---

[3] As of August 2020.

f. 9 Bookstore Professionals 30%

g. 6 IT and other technology 20%

h. 1 eLearning

i. 1 Instructional Technology

j. 1 Part time instructors
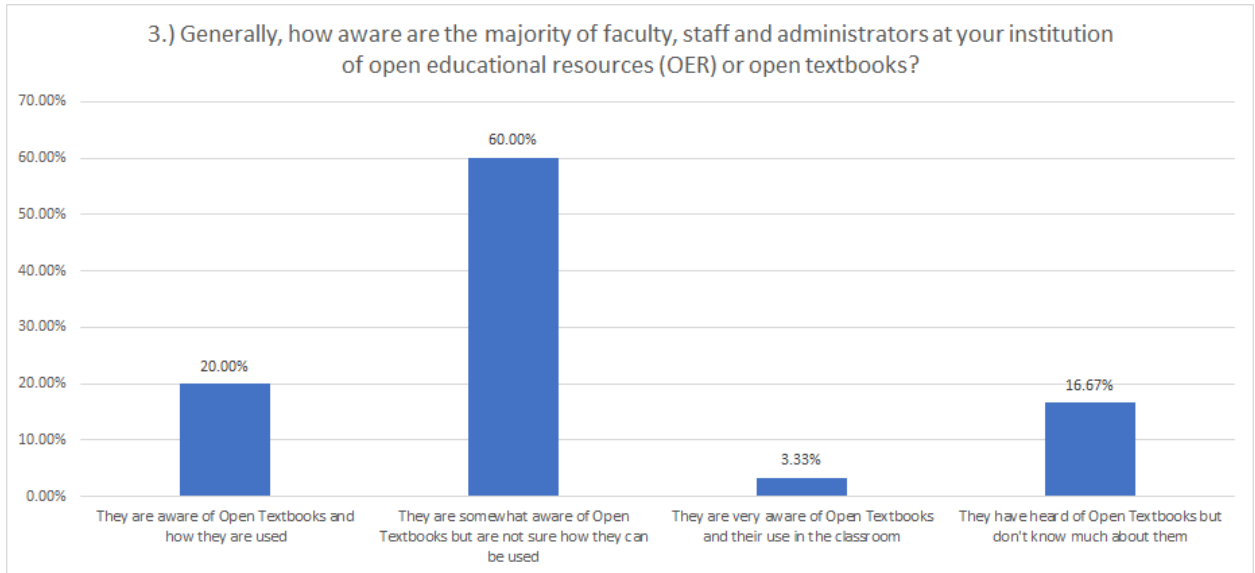
3.

a. 60% somewhat aware

b. 20% aware

c. 17% don't know much

d. 3% very aware

4.

a. 80% somewhat aware

b. 13% unaware

c. 7% aware

5.) Generally, how aware are the majority of faculty, staff and administrators at your institution of copyright for licensing academic content?
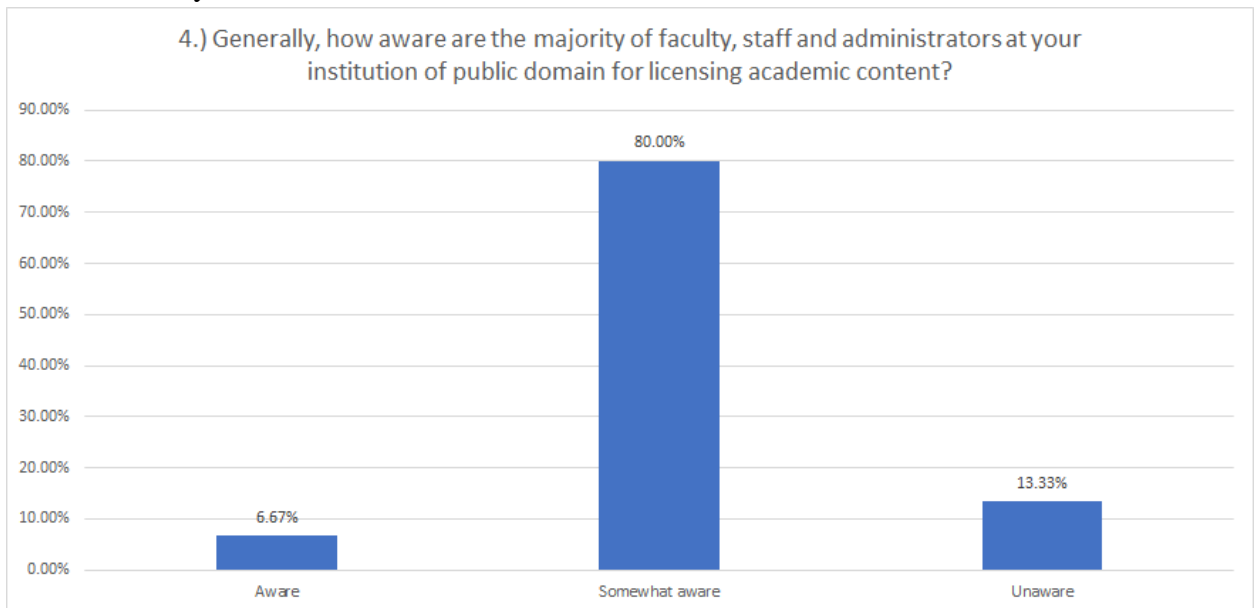
- Aware: 20.00%
- Somewhat aware: 60.00%
- Unaware: 13.33%
- Very aware: 6.67%
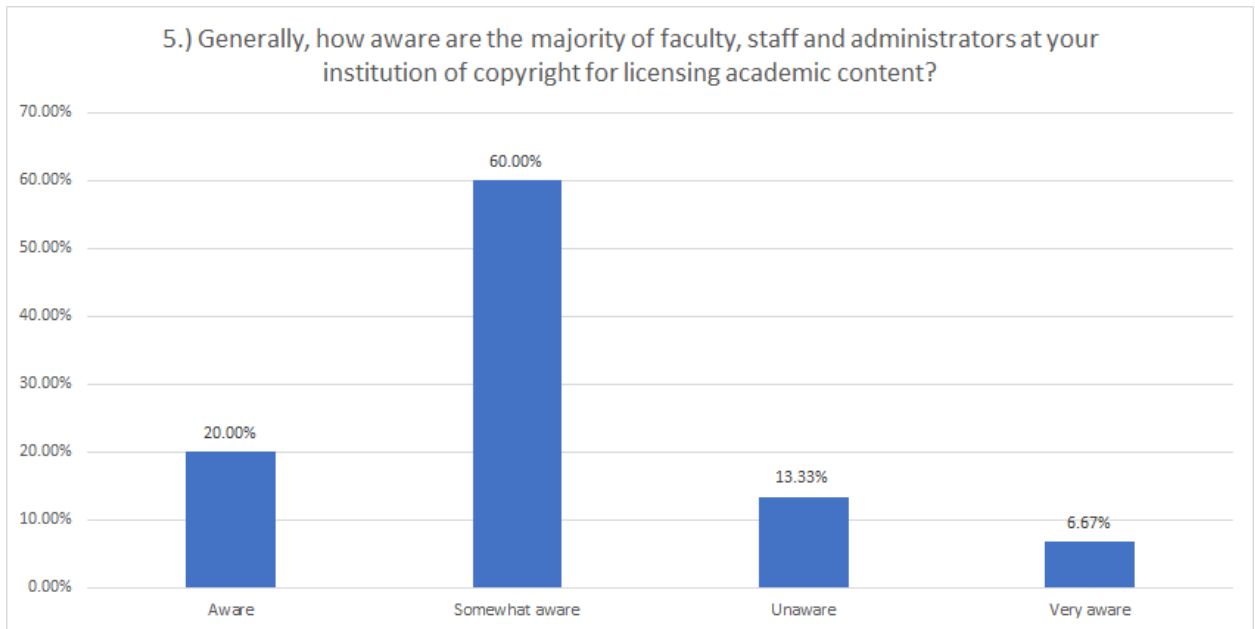
5.
  a. 60% somewhat aware
  b. 20% aware
  c. 12% unaware
  d. 7% very aware

6.) Generally, how aware are the majority of faculty, staff and administrators at your institution of creative commons for licensing academic content?

- Aware: 3.33%
- Somewhat aware: 76.67%
- Unaware: 20.00%
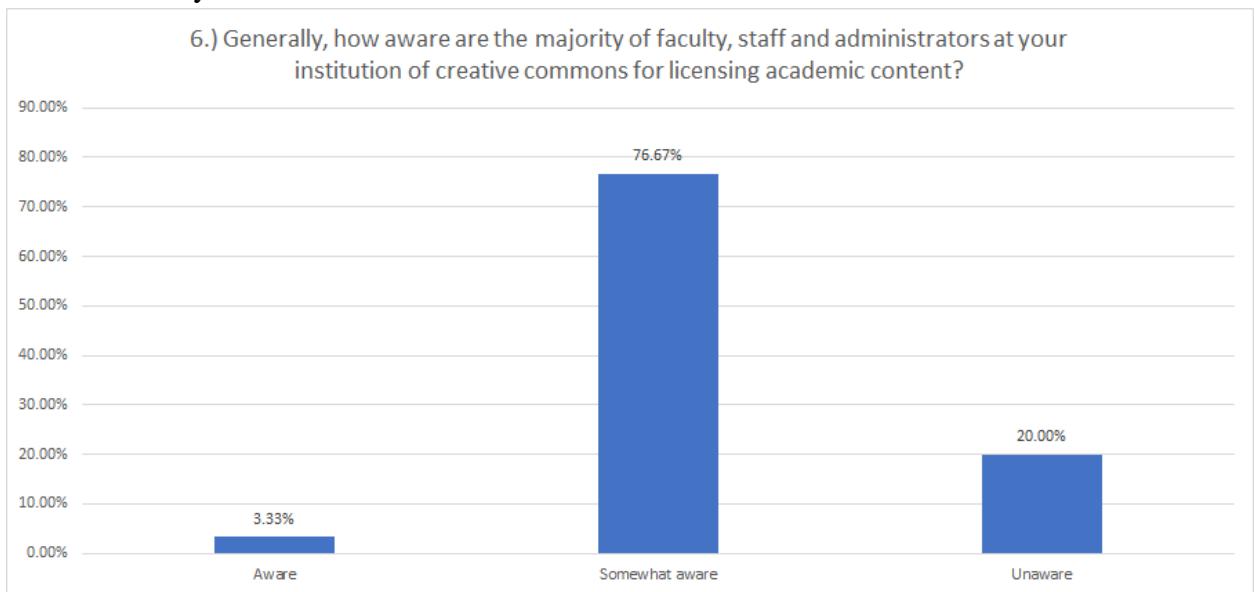
6.
  a. 77% somewhat aware
  b. 20% unaware
  c. 3% aware

Open educational resources
Digital material other than textbooks
Printed textbooks
Printed material other than textbooks
Digital textbooks

7.
    a. 29 Printed textbooks 100%
    b. 28 Digital textbooks 97%
    c. 27 Digital material other than textbooks 93%
    d. 26 Open educational resources 90%
    e. 25 Printed material other than textbooks 86%

8.) Does your institution have any policies regarding the use, publication or implementation of OER?

- Currently researching cost benefit of OER and Cost/Benefit to the Institution
- No
- No policies but we do have initatives to support OER
- Not at the moment, be we are working on some.
- Strategic Plan
- We are currently drafting a CCD guideline.
- We are in the process of re-writing our textbook adoption policy to include OER as an option in the future
- We have a LOR policy which refers to OER created for grants.
- Yes

Values shown: 3.33%, 63.33%, 3.33%, 3.33%, 3.33%, 3.33%, 3.33%, 3.33%, 13.33% (Total)

8.

a. 63% no
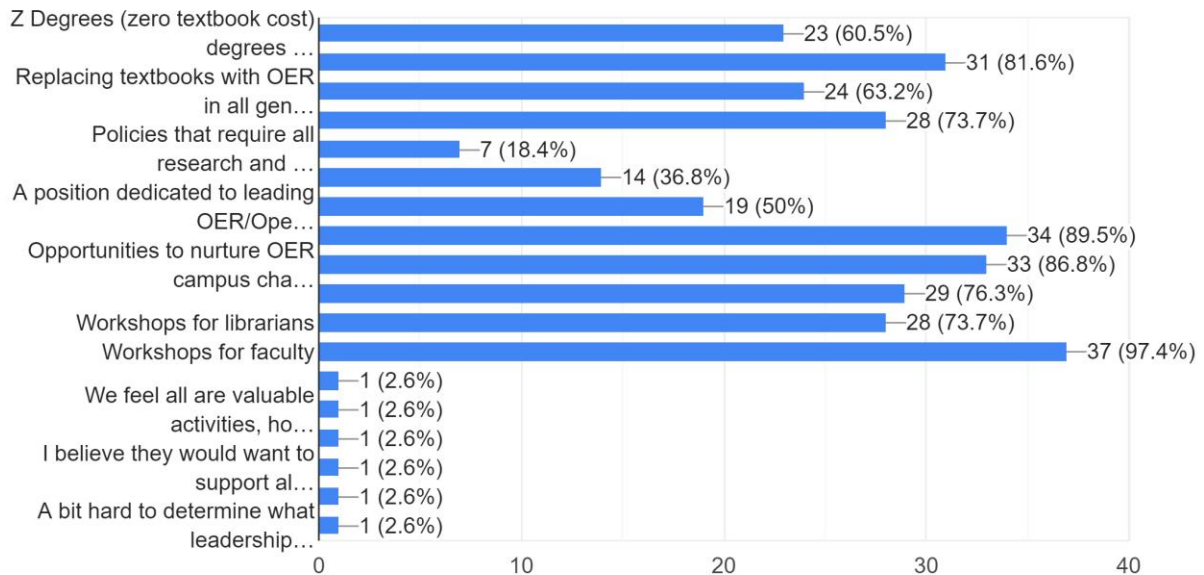b. 13% yes
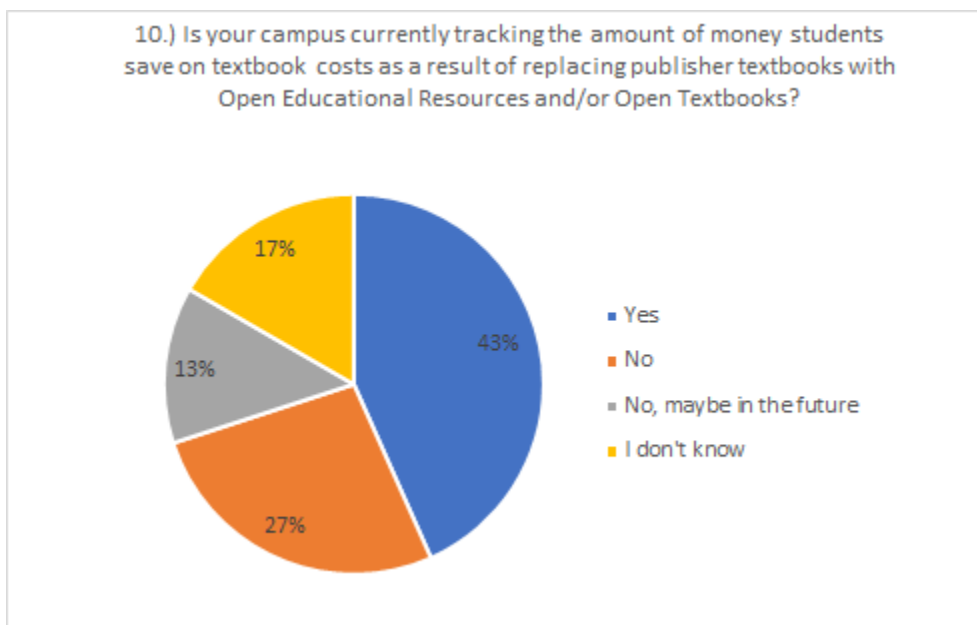c. Rest in the works or starting to look into a policy
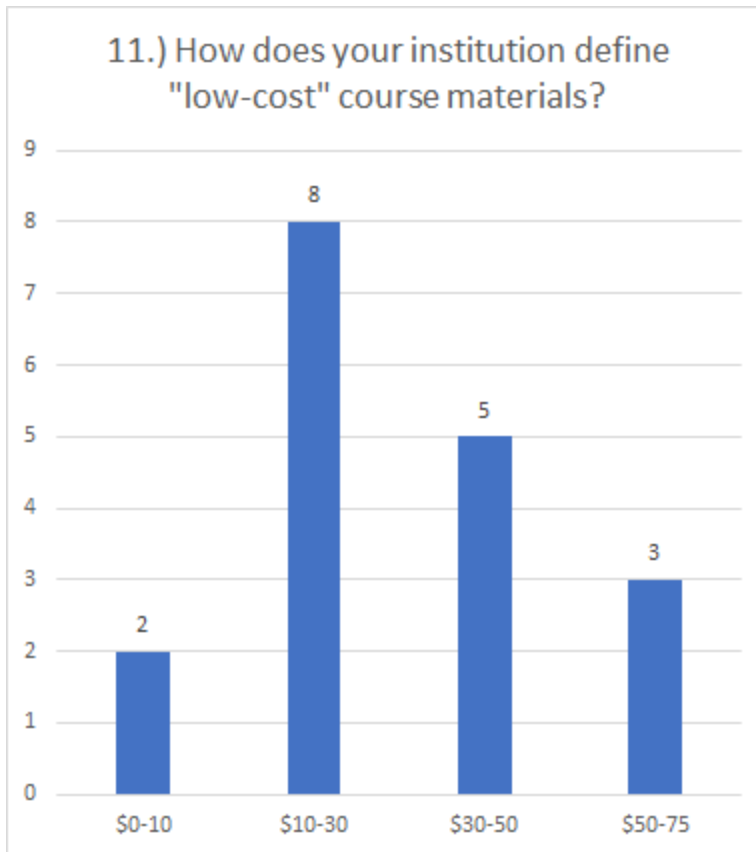
9.

9.) Please select all of the OER and/or Open Textbook activities your leadership would encourage on your campus if you had adequate funding and support.

38 responses

Z Degrees (zero textbook cost) degrees … — 23 (60.5%)
Replacing textbooks with OER — 31 (81.6%)
in all gen… — 24 (63.2%)
Policies that require all — 28 (73.7%)
research and … — 7 (18.4%)
A position dedicated to leading — 14 (36.8%)
OER/Ope… — 19 (50%)
Opportunities to nurture OER — 34 (89.5%)
campus cha… — 33 (86.8%)
— 29 (76.3%)
Workshops for librarians — 28 (73.7%)
Workshops for faculty — 37 (97.4%)
We feel all are valuable — 1 (2.6%)
activities, ho… — 1 (2.6%)
I believe they would want to — 1 (2.6%)
support al… — 1 (2.6%)
A bit hard to determine what — 1 (2.6%)
leadership… — 1 (2.6%)

10.

10.) Is your campus currently tracking the amount of money students save on textbook costs as a result of replacing publisher textbooks with Open Educational Resources and/or Open Textbooks?

17%
43%
13%
27%

- Yes
- No
- No, maybe in the future
- I don't know

11.

11.) How does your institution define "low-cost" course materials?

Range	Count
$0-10	2
$10-30	8
$30-50	5
$50-75	3

a.

How does your institution define "low-cost" course materials?

Range	Count
$1-$30	1
$10-30	8
Under $40	1
$30-50	5
$50-75	3
$20-$125	1
Unknown	9

12.) To what degree is your campus administration adopting open educational resources support programs and ensuring universal awareness of open educational resources among faculty and students

12.

    a. 41% somewhat actively

    b. 30% actively

    c. 26% neutral

    d. 4% not actively

13.) Based on current data or information you have, what number and percentage of the courses offered by your institution of higher education use open educational resources as the primary resources for the course?

13.
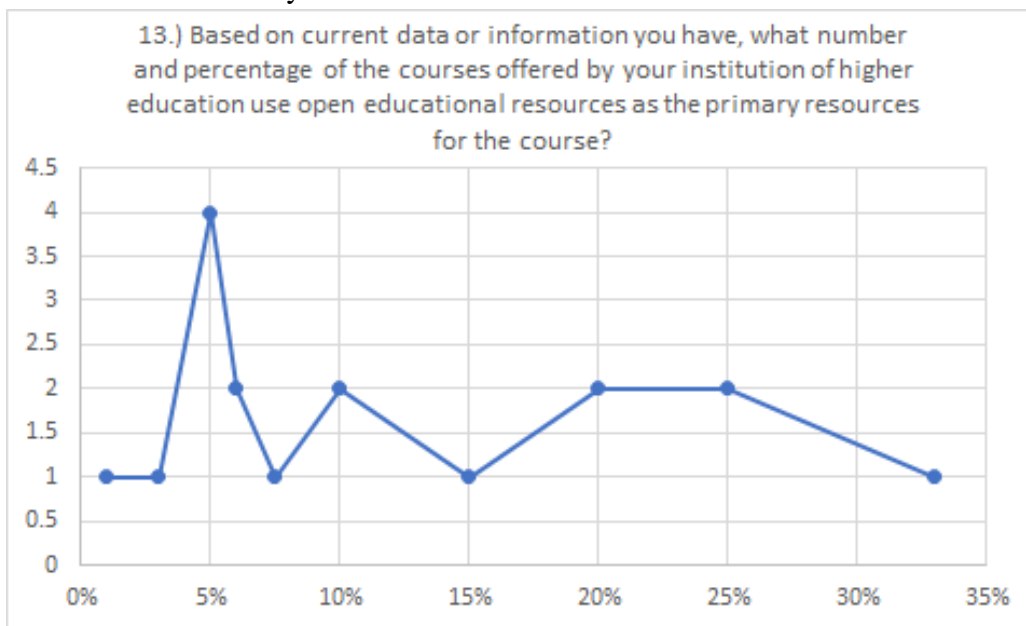
Recommendations

- Support institutions in creating OER
  - Overwhelming feedback on the time and effort that must be used to create, adopt, adapt OER that faculty have limited of (or do not know how to efficiently utilize)
  - Institution's designate an OER instructional designer, OER librarian, etc. -- support faculty and students in creation of OER for specialized subject areas
    - Also promote student participation in creation of OER

- ○ Connect campus based faculty/classes with online instructors already using OER i.e. mentoring? Cross collaboration to reduce time in starting from scratch
- Differentiate OER from other low-cost or inclusive-access materials
  - ○ UCB shared that it was hard to promote OER only using cost savings as an argument, as there are alternatives with similar benefits -- OER's other strengths need to be promoted better
    - ■ Also avoid conflation of OER with open access publishing
- Broadband for all
  - ○ In the time of covid-19, broadband for all has reached a new high in mainstream attention. Now is the time to capitalize on this movement in conjunction with OER as internet access is a basic essential to education and will aid in the adoption and use of OER in distance learning as well as on campuses.